Update to Content Not Reviewed by SRP

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

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

Proclamation Year: 2024
Publisher: Studies Weekly, Inc.
Subject Area/Course: Science, 3rd Grade

Adopted Program Information

Title: Texas Science Studies Weekly: 3rd Grade
ISBN: 9781649783813-MP1

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

Adopted Component Information

Title: Texas Science Studies Weekly: 3rd Grade Student Edition with Online Access
ISBN: 9781649783813-SE1

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

Publisher's overall rationale for this update

The purpose of these updates is to enhance existing articles and to add missing non TEKS-bearing resources.

Publisher's overall description of the change

Adding visuals to text-based articles. Other additions are described individually below.

Access Information

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

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

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

Update to Content Not Reviewed by SRP

Update comparison:

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

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 13B found in Unit 20, Week 28, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2020/week/17432/articles/96543

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

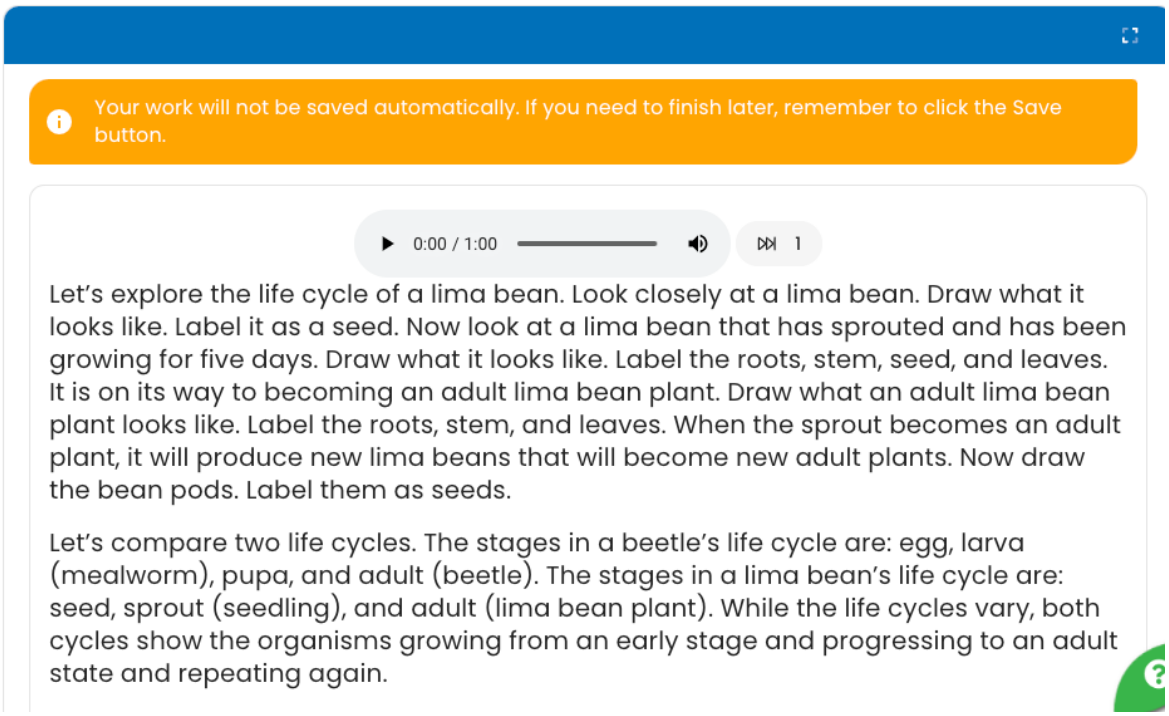
Publisher's rationale for this change if different from overall rationale.

Adding image to TEKS Explained article to add interest and real-world application.

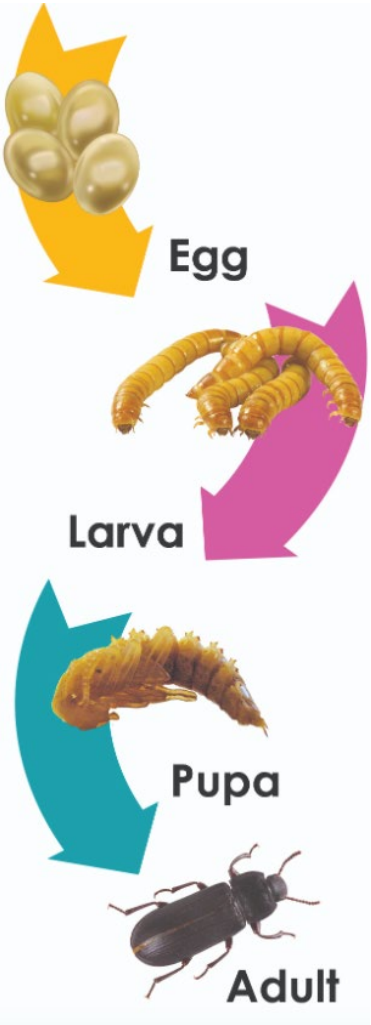
Publisher's description of this change if different from overall description.

Adding plant and insect life cycle images.

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content



Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 13A found in Unit 19, Week 27, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2029/week/17443/articles/96620

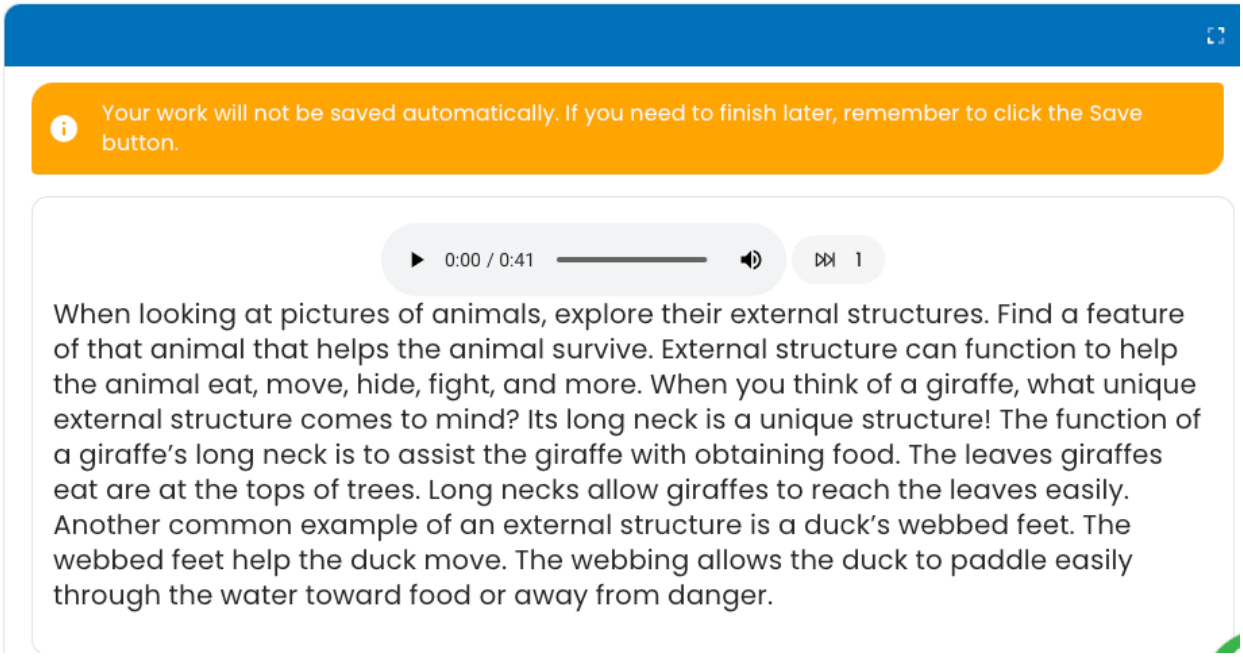
Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding images of animal structures.

Update to Content Not Reviewed by SRP

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content

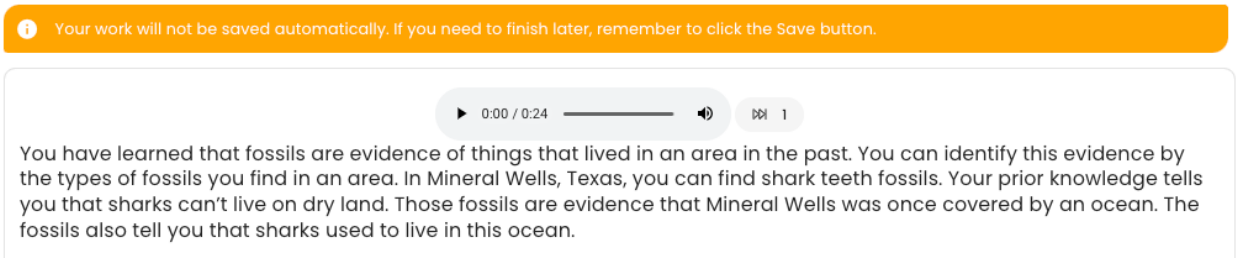
Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 12D found in Unit 18, Week 26, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2017/week/17428/articles/96518

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of fossils.

Screenshot of Currently Adopted Content



Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 12C found in Unit 17, Week 25, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/511/units/1997/week/17394/articles/96307

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of a desert landscape.

Screenshot of Currently Adopted Content

Update to Content Not Reviewed by SRP

Your work will not be saved automatically. If you need to finish later, remember to click the Save button.

0:00 / 1:40 1

Plants have many important structures. Their structures are roots, stems, leaves, flowers, fruits, and seeds. Each structure helps the plant meet its basic needs for survival.

To identify the plant's roots, look at the structure at the bottom of the plant. The roots go into the ground. The roots help the plant get water from soil. Plants need water to survive. Roots also keep the plant in the ground. This helps the plant grow. The stem is in the middle of the plant. It is often straight up. It supports the plant's leaves and flowers. A plant's stem is important. It helps water and nutrients move to the rest of the plant. A plant's leaves are attached to its stem. This helps you identify the leaves. Leaves are often green, but sometimes change colors. The leaves collect sunlight, water, and air. This helps the plant make food in its leaves. The food, which is sugar, helps the plant get the energy it needs to grow.

Plants have structures that help them make new plants. Plants have flowers. Flowers are the colored structure that blooms. Flowers have both pollen and seeds in them. Plants need to get pollen from each other to make seeds. Plants can produce fruit. Inside the fruit are seeds. Animals like to eat fruit. When animals eat the fruit, they carry the fruit and seeds away. This moves the seeds to new areas and helps make new plants. Seeds eventually become new plants. Identify seeds by looking at the outside or inside of the fruit or flower.

A plant's structures help it get the water, air, and sunlight it needs to survive. The structures help the plant live, grow, and produce more plants.

Screenshot of Proposed Updated Content

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

Update to Content Not Reviewed by SRP

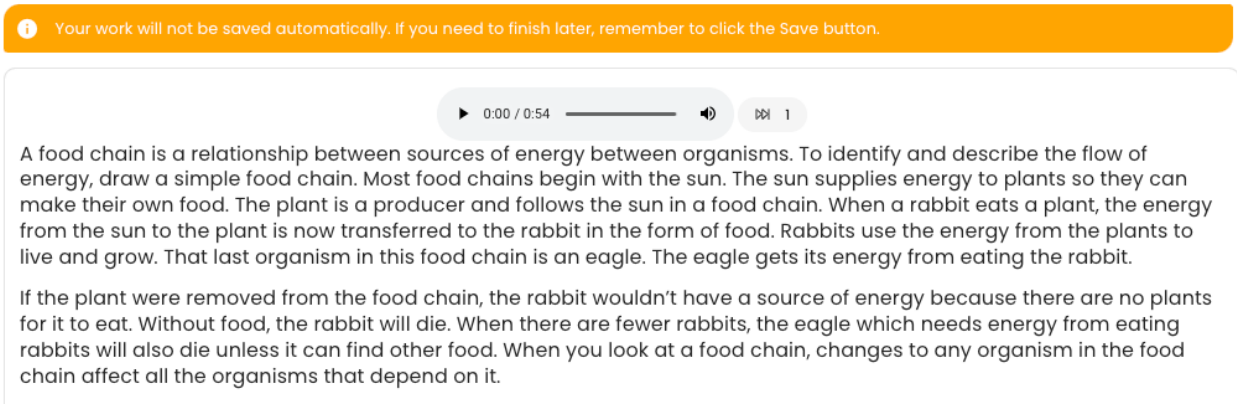
Extended Reading: TEKS Explained: Standard 12B found in Unit 16, Week 24, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2026/week/17439/articles/96592

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

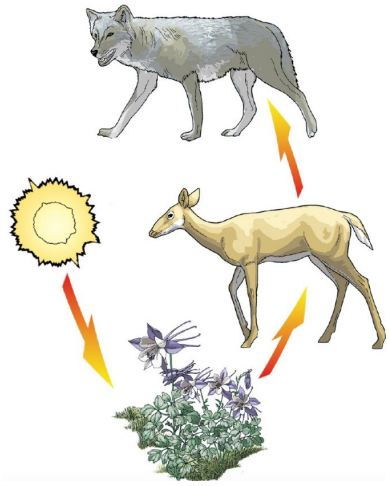
Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of a food chain.

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content



Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 12A found in Unit 15, Week 23, Student View.

Update to Content Not Reviewed by SRP

https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2016/week/17427/articles/96511

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

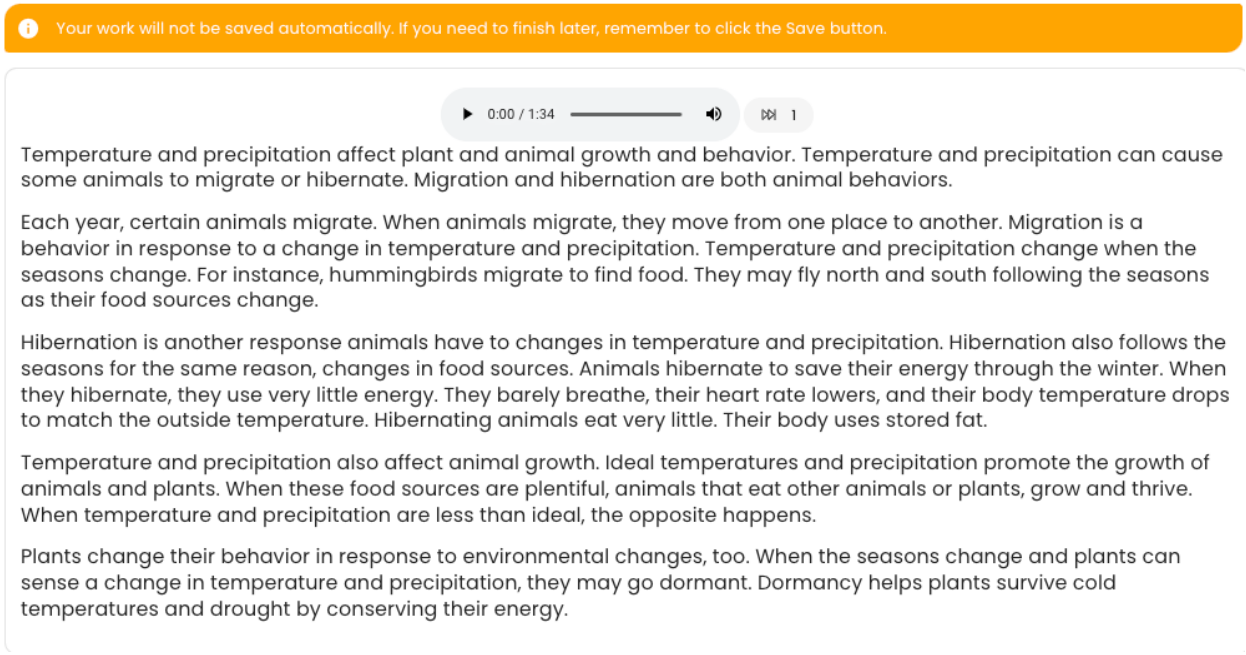
Publisher's rationale for this change if different from overall rationale.

Adding image to TEKS Explained article to add interest and real-world application.

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

Adding an image of migrating birds.

Screenshot of Currently Adopted Content



Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 10C found in Unit 12, Week 18, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2025/week/17438/articles/96585

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of a volcano.

Screenshot of Currently Adopted Content

Update to Content Not Reviewed by SRP

Your work will not be saved automatically. If you need to finish later, remember to click the Save button.

0:00 / 0:46 1

To model rapid changes in Earth's surface, you can simulate a volcanic eruption. In a bottle, place a small amount of baking soda. Set the bottle in the center of a shallow bin. Add three drops of red food coloring into a cup of vinegar and mix it up. Pour the vinegar into the bottle containing the baking soda. The changes to the mixture happen quickly just like a volcanic eruption.

Rapid changes in the Earth's surface are caused by volcanoes, earthquakes, and landslides. Each of these natural events cause damage and change the face of the land. Volcanoes create new mountains and islands when the lava cools. Earthquakes cause damage to buildings, dangerous cracks in the ground, and even landslides. Landslides can change the shape of mountains or hills when large pieces of Earth move.

Screenshot of Proposed Updated Content

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

Extended Reading: TEKS Explained: Standard 10B found in Unit 11, Week 17, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2021/week/17434/articles/96555

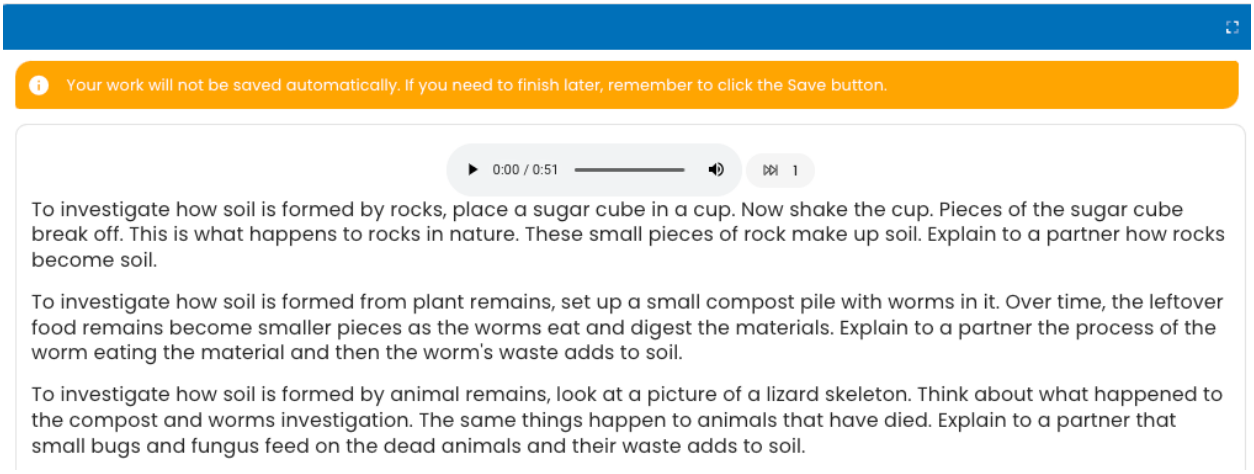
Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of soil.

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 10A found in Unit 10, Week 15, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2015/week/17426/articles/96504

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

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

Adding image to TEKS Explained article to add interest and real-world application.

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

Adding an image of a weather map.

Screenshot of Currently Adopted Content

Update to Content Not Reviewed by SRP

Your work will not be saved automatically. If you need to finish later, remember to click the Save button.

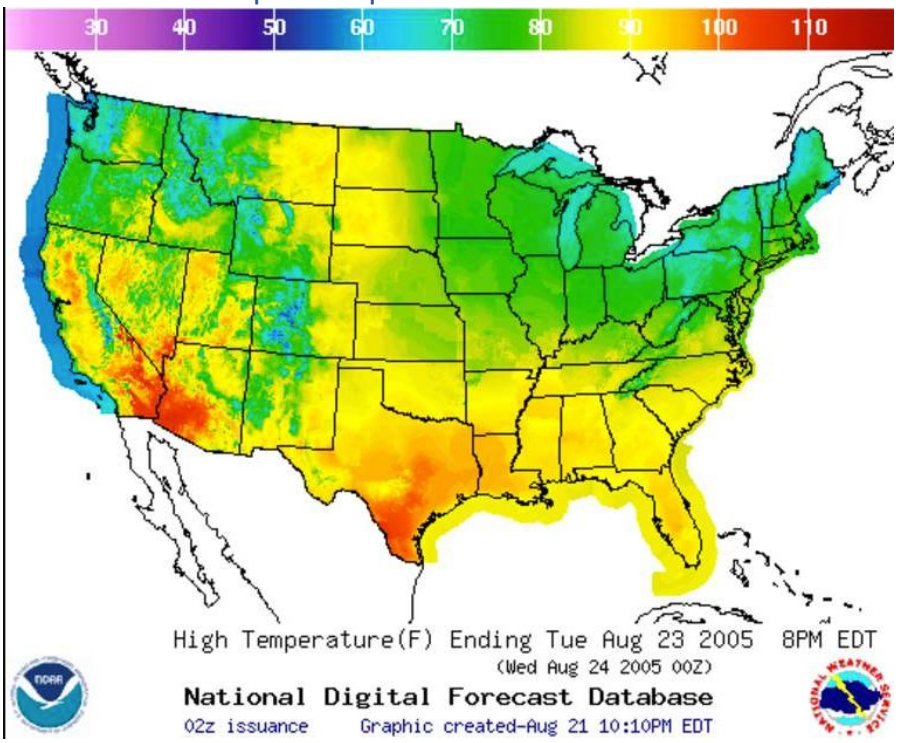
0:00 / 0:51 1

To compare day-to-day weather in different locations at the same time, you will need to find a source of weather information. This can be done by getting help using the internet or watching a local weather broadcast on the television. Pick two cities in Texas or across the nation.

Using the information from your weather source, begin by writing down the daily wind direction, temperature, and precipitation for your cities. Wind direction is reported by North, South, East, West, or combinations. Temperature is usually reported in degrees Fahrenheit. Precipitation is reported as inches or portions of an inch.

After you have done this for a week or a month, compare how the weather is different between the two cities. If the cities are physically close together, the weather will be similar. If they are far apart, they will most likely be different. Describe these similarities and differences in a science notebook.

Screenshot of Proposed Updated Content



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

Extended Reading: TEKS Explained: Standard 9A found in Unit 9, Week 14, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2022/week/17435/articles/96562

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

Update to Content Not Reviewed by SRP

Same as above, adding an image to the text article.

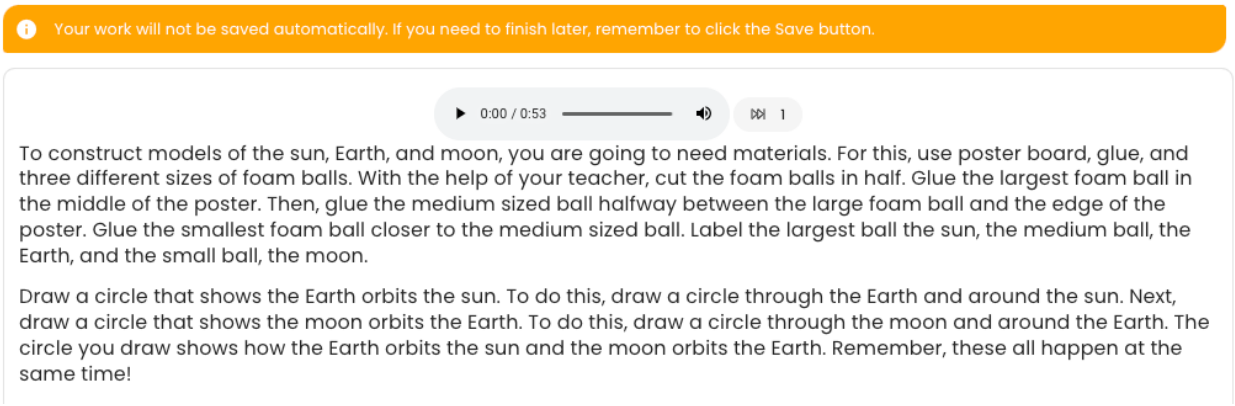
Publisher's rationale for this change if different from overall rationale.

Adding image to TEKS Explained article to add interest and real-world application.

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

Adding an image of a model solar system.

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 8B found in Unit 8, Week 13, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2014/week/17425/articles/96497

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

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

Adding image to TEKS Explained article to add interest and real-world application.

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

Adding an image of a hammer.

Screenshot of Currently Adopted Content

Update to Content Not Reviewed by SRP

Your work will not be saved automatically. If you need to finish later, remember to click the Save button.

0:00 / 0:47 1

You can plan an investigation to demonstrate how speed is related to mechanical energy. To do this, decide what materials could be used. For this example, use a hammer, nail, and wood. Next, decide how you will adjust the speed of the hammer. For this example, you are going to swing the hammer at different speeds. Next, you can carry out your investigation.

To carry out the investigation swing the hammer at different speeds to hit the nail. This changes the mechanical energy of the hammer. You can hit the nail a few times, each time at a different speed. The different speed will cause the nail to enter the wood more or less. You will notice that the faster you swing the hammer, the more mechanical energy you create, and the more the nail will move. Be sure to get adult help when doing this kind of investigation.

Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 8A found in Unit 7, Week 12, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2024/week/17437/articles/96578

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

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

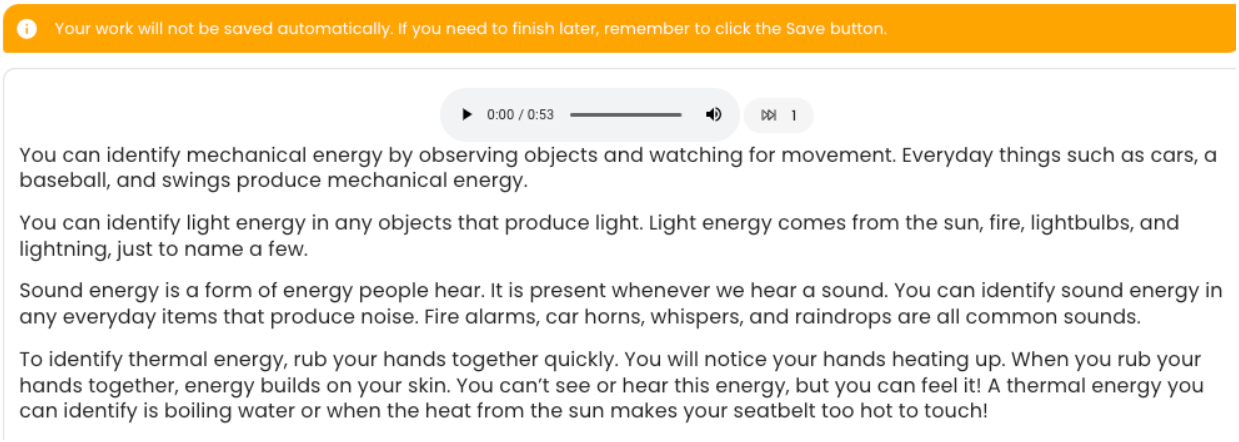
Adding image to TEKS Explained article to add interest and real-world application.

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

Adding an image of an energy workshop.

Update to Content Not Reviewed by SRP

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content

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

Extended Reading: TEKS Explained: Standard 7B found in Unit 6, Week 11, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-

Update to Content Not Reviewed by SRP

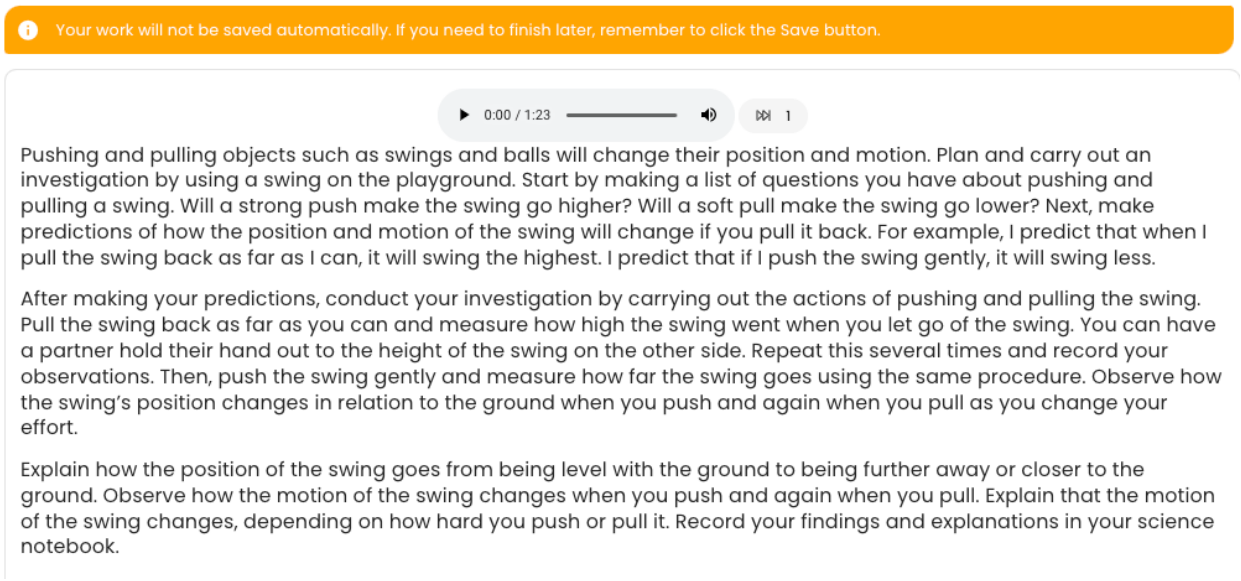
8dc1193cd594/publications/512/units/2013/week/17424/articles/96490

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of pushing and pulling.

Screenshot of Currently Adopted Content



Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 7A found in Unit 5, Week 10, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2010/week/17415/articles/96442

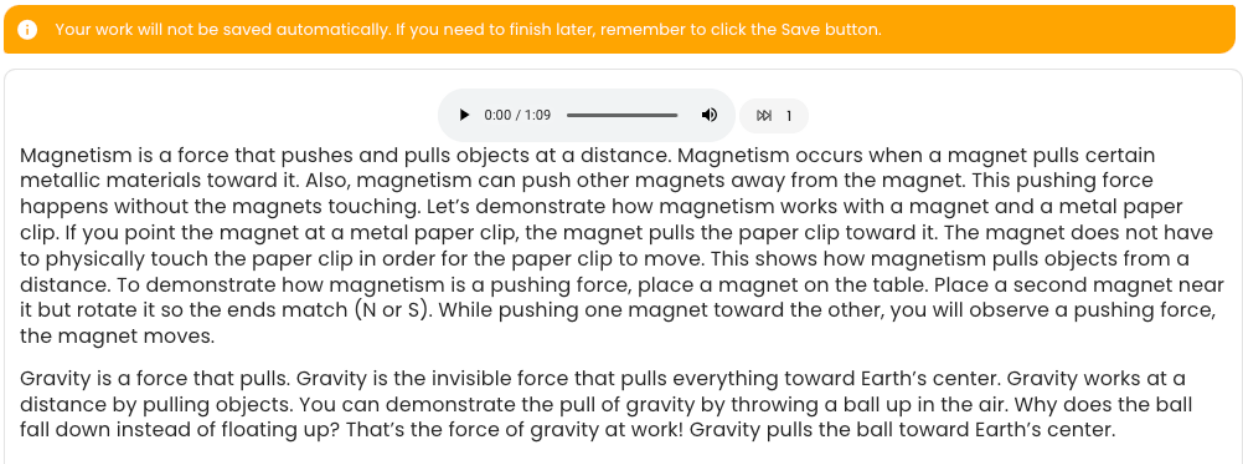
Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

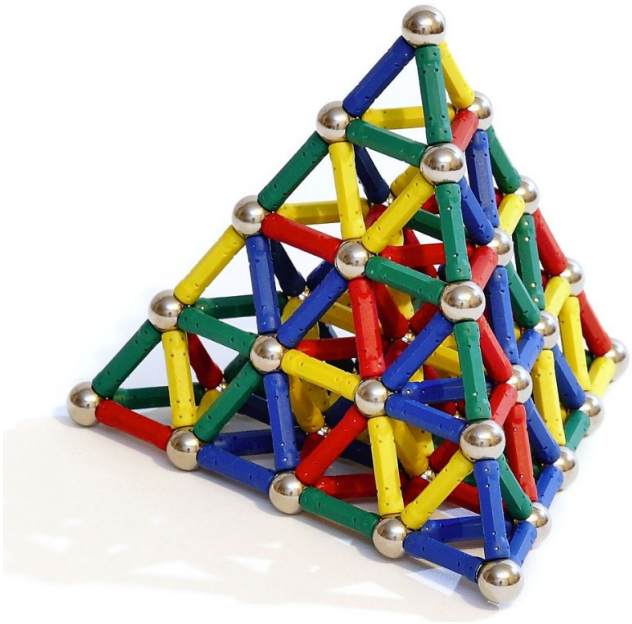
Publisher's description of this change if different from overall description.
Adding an image of a magnet structure.

Screenshot of Currently Adopted Content

Update to Content Not Reviewed by SRP



Screenshot of Proposed Updated Content



Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 6D found in Unit 4, Week 8, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2023/week/17436/articles/96570

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Update to Content Not Reviewed by SRP

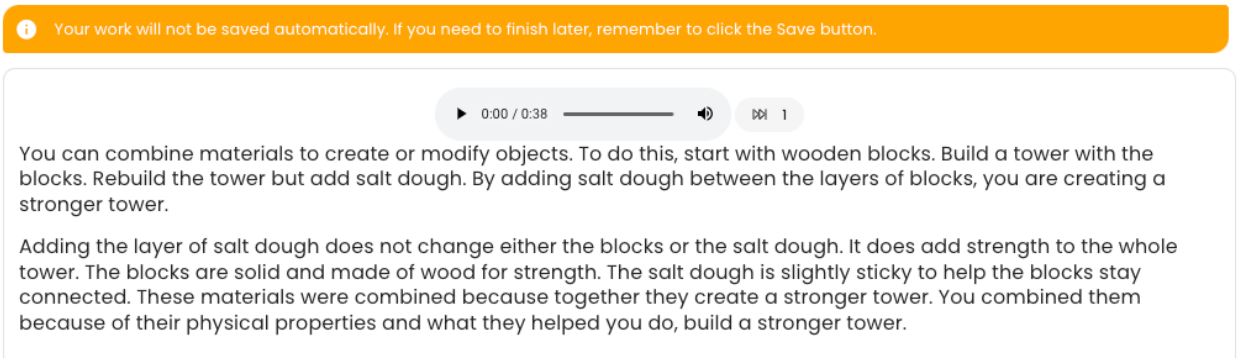
Publisher's rationale for this change if different from overall rationale.

Adding image to TEKS Explained article to add interest and real-world application.

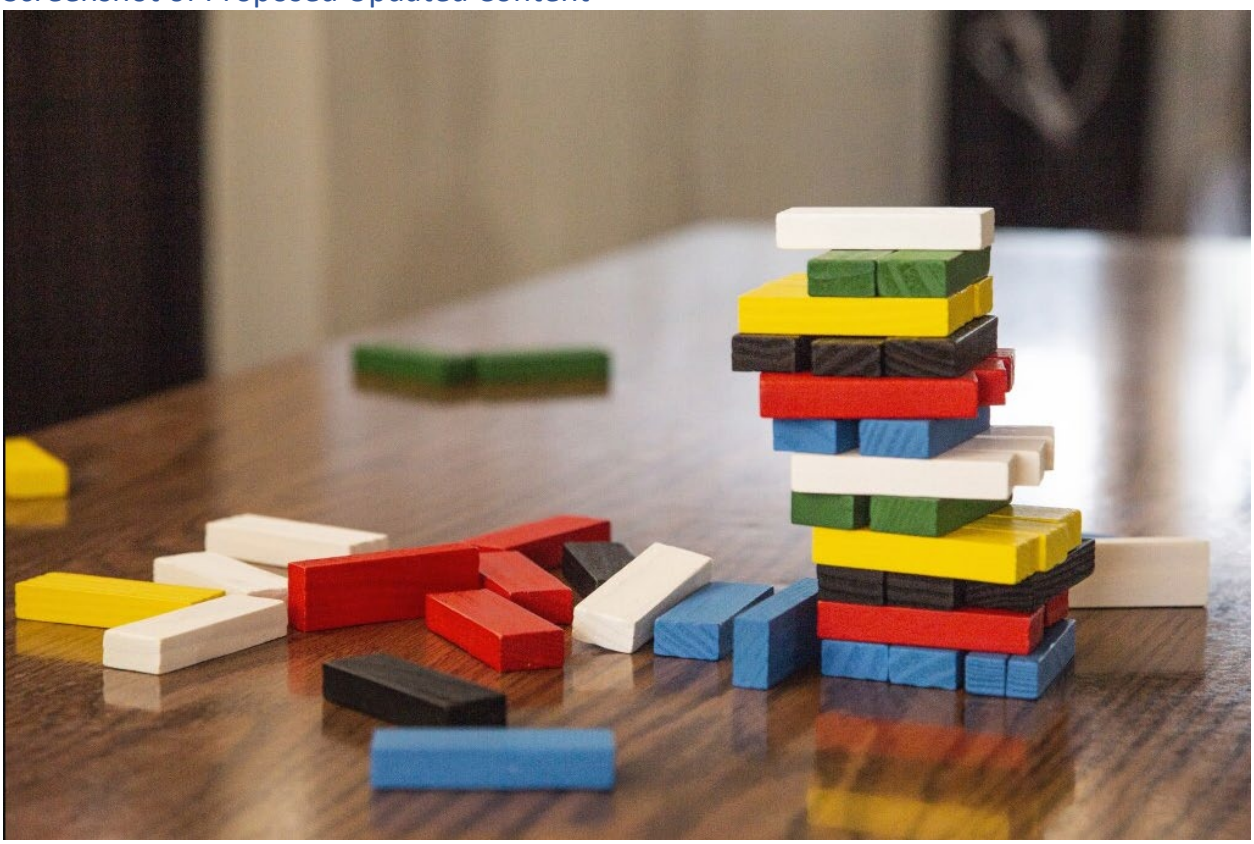
Publisher's description of this change if different from overall description.

Adding an image of wooden blocks.

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content



Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 6B found in Unit 3, Week 7, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2030/week/17445/articles/96632

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

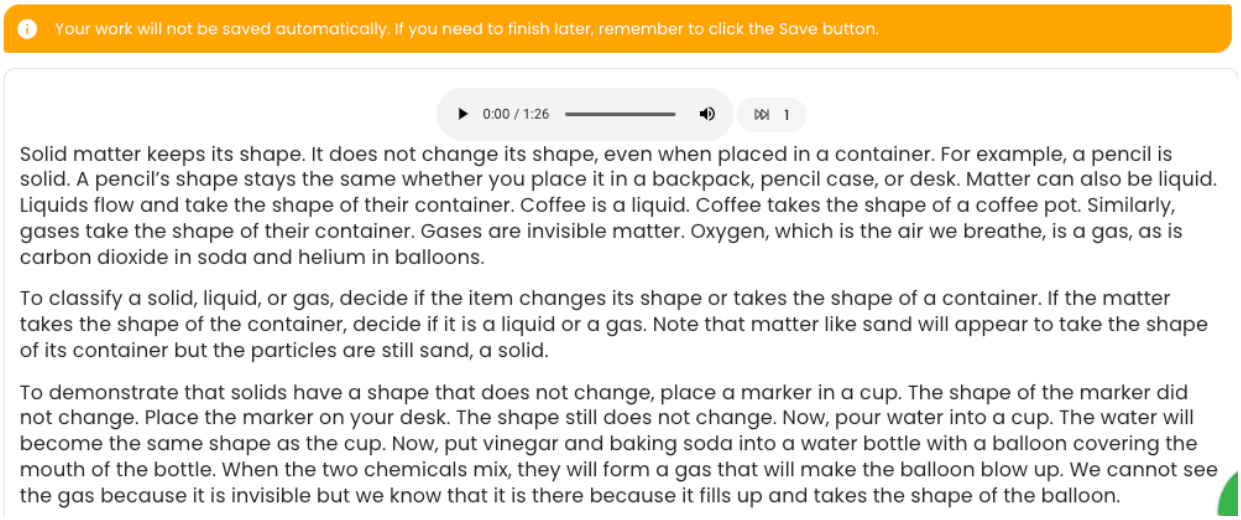
Publisher's rationale for this change if different from overall rationale.

Adding image to TEKS Explained article to add interest and real-world application.

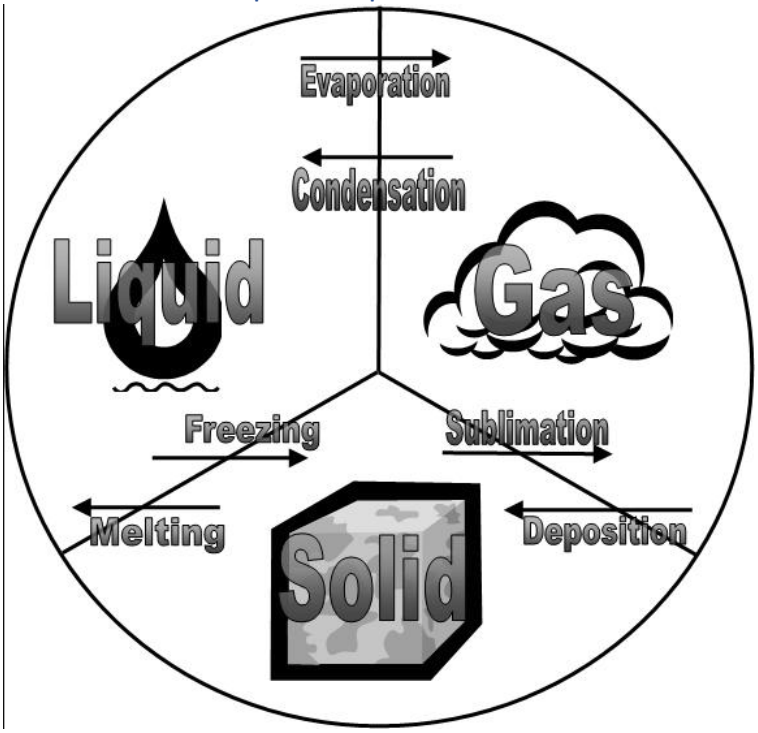
Publisher's description of this change if different from overall description.

Adding an illustration explaining the phases of matter.

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content



Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 6A found in Unit 2, Week 5, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2019/week/17431/articles/96536

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

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

Adding image to TEKS Explained article to add interest and real-world application.

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

Adding an image of a scale.

Screenshot of Currently Adopted Content

Update to Content Not Reviewed by SRP

Your work will not be saved automatically. If you need to finish later, remember to click the Save button.

0:00 / 1:57 1

You can measure, test, and record physical properties of matter. These properties include temperature, mass, magnetism, and the ability to sink or float in water.

To measure temperature, you need a thermometer. To use a thermometer, place the end in or on the thing you want to measure. For a glass thermometer, wait for the colored material in the tube to stop moving. Write down the number at the very edge of the colored material. This is the temperature. Ask your teacher if you are measuring temperature in Fahrenheit or Celsius.

To measure mass, you need a balance, weights, and an object to measure. To use a balancing scale, place the object being weighed on one tray. Then, slowly add weights to the tray on the other side. Add weights until both trays are at the same level. That is the resulting mass.

To measure magnetism, use magnets of different sizes. Larger magnets will have a stronger pull. Smaller magnets will have a weaker pull.

To measure if something sinks or floats, use items of different weights. For this example, use a marble, a golf ball, and a ping pong ball. The heavier balls will sink and the lighter balls will float.

To test these properties, choose an item like a pencil. Measure the temperature of the pencil. Touch the thermometer to the pencil. Look to see where the colored line stops and then record the number in your science notebook. Next, measure the mass of the pencil. Put the pencil on one side of the balance scale. Now, add weights to the other side. Once the scale balances, record the number in your science journal. Now, you are going to measure the magnetism of the pencil. Hold the magnet close to the pencil. Does the magnet attract the pencil? You will notice that wood is not attracted to magnets. Record your answer as not magnetic. Lastly, you will measure if the pencil sinks or floats. To do this, put the pencil in water. What happens? It floats. Record your answer.

Screenshot of Proposed Updated Content

Update to Content Not Reviewed by SRP

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

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in unit 6, activity 2, Explore More
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/511/units/2005/week/17405/articles/96376

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

Publisher's description of this change if different from overall description.
Adding an online student video to activity 2, Planning an Investigation Content Video which is necessary for the curriculum.

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content
This is a video so the content is the media provided.
https://cdn.studiesweekly.com/online/resources/pod_media/SCI_EX02_UN06_PlanningAnInvestigation-Content-TX_720p.mp4

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

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in unit 6, activity 1, Explore More
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/511/units/2005/week/17405/articles/96375

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

Publisher's description of this change if different from overall description.
Adding an online student video to activity 1, Playground Problems: Phenomenon Video which is necessary for the curriculum.

Update to Content Not Reviewed by SRP

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content
This is a video so the content is the media provided.
https://cdn.studiesweekly.com/online/resources/pod_media/SCI_EX02_UN06_PlanningAnInvestigation-Content-TX_720p.mp4

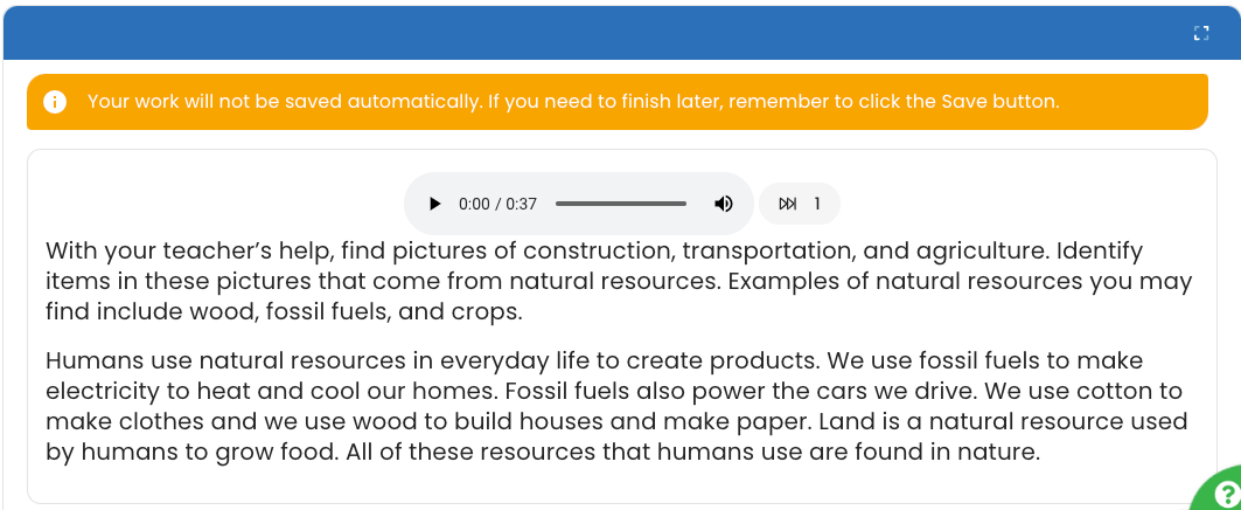
Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 11A found in Unit 13, Week 20, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2027/week/17441/articles/96604

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of natural resource industry workers.

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 11B found in Unit 13, Week 20, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2027/week/17441/articles/96605

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

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

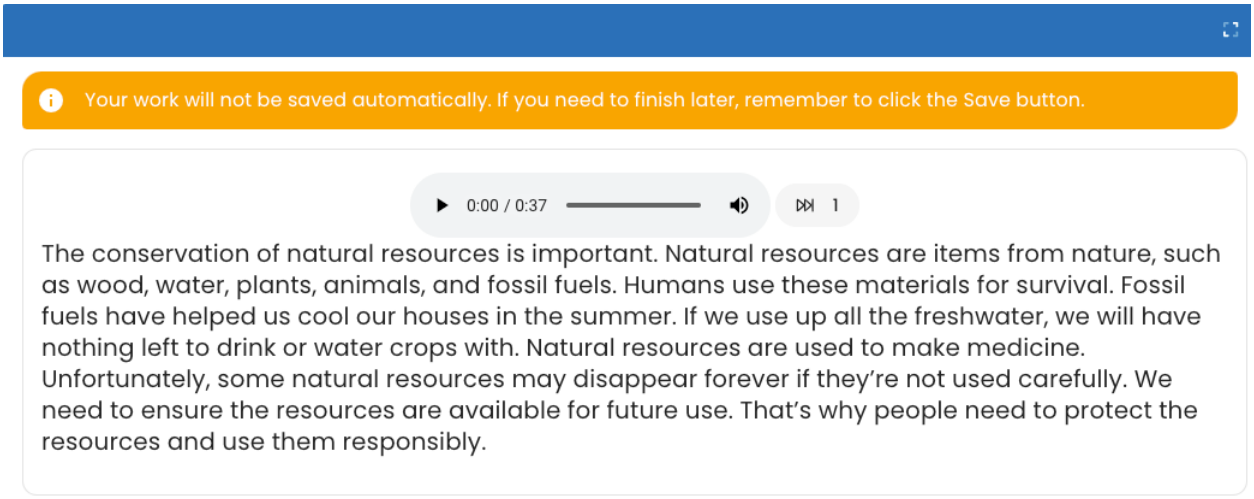
Adding image to TEKS Explained article to add interest and real-world application.

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

Adding an image promoting the conservation of natural resources.

Update to Content Not Reviewed by SRP

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content

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

Extended Reading: TEKS Explained: Standard 11C found in Unit 14, Week 22, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-

Update to Content Not Reviewed by SRP

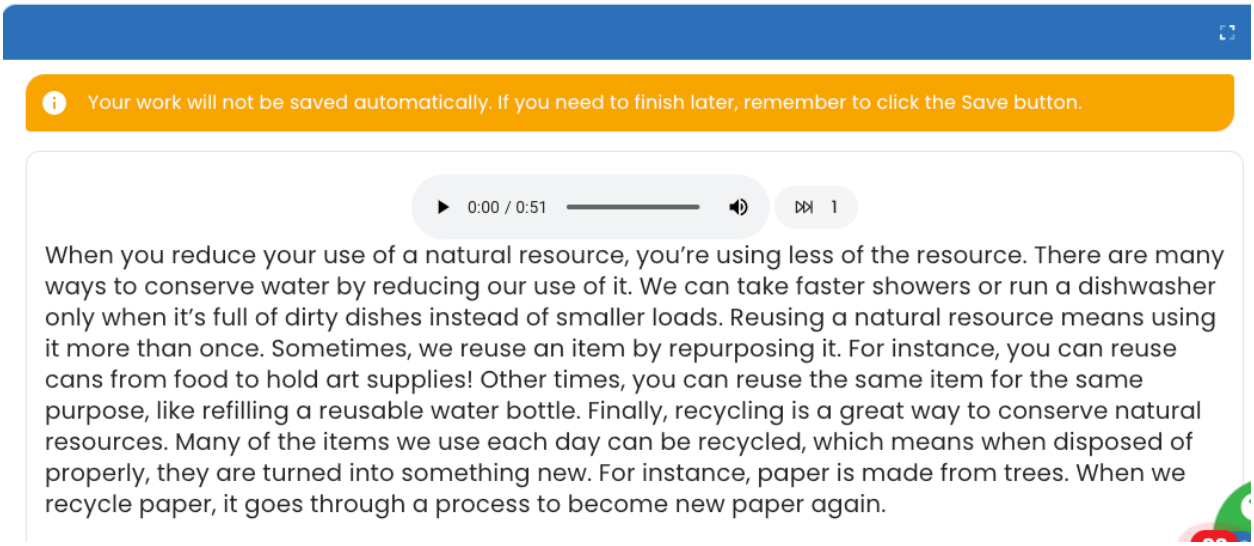
8dc1193cd594/publications/512/units/2018/week/17430/articles/102711

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image promoting recycling.

Screenshot of Currently Adopted Content



Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 9B found in Unit 9, Week 14, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2022/week/17435/articles/96563

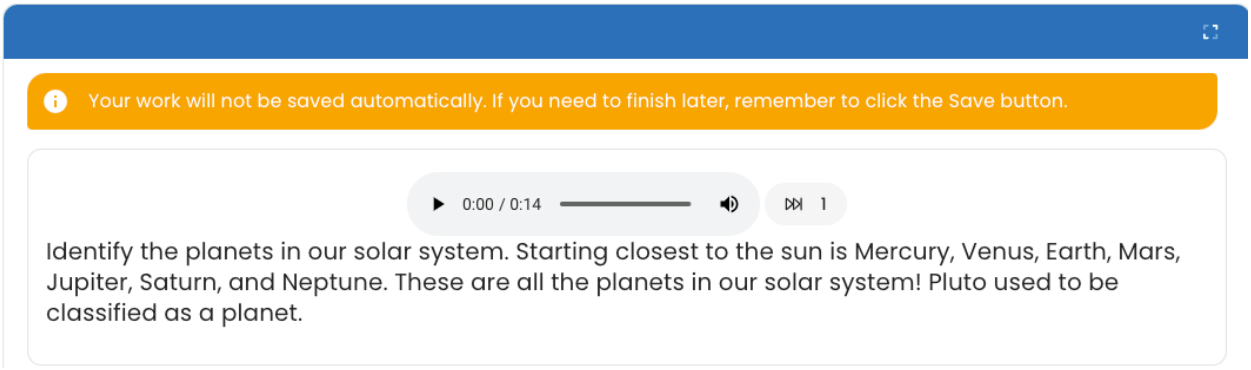
Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

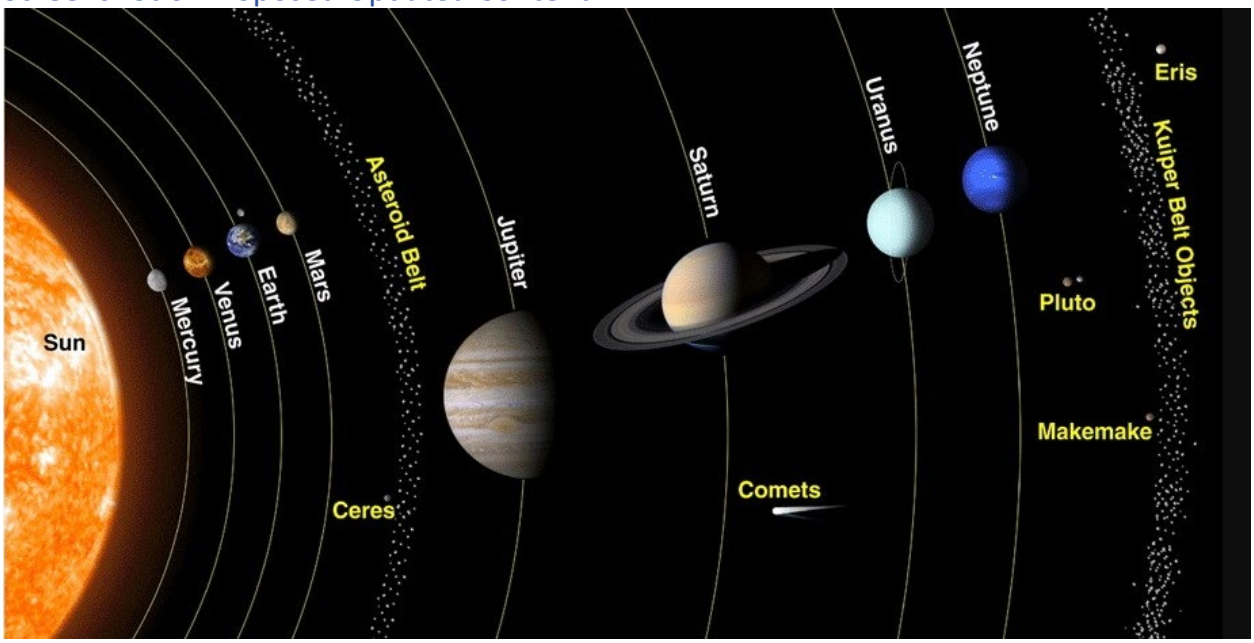
Publisher's description of this change if different from overall description.
Adding an image of our solar system.

Update to Content Not Reviewed by SRP

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content



Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 8A found in Unit 7, Week 12, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2024/week/17437/articles/96578

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

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

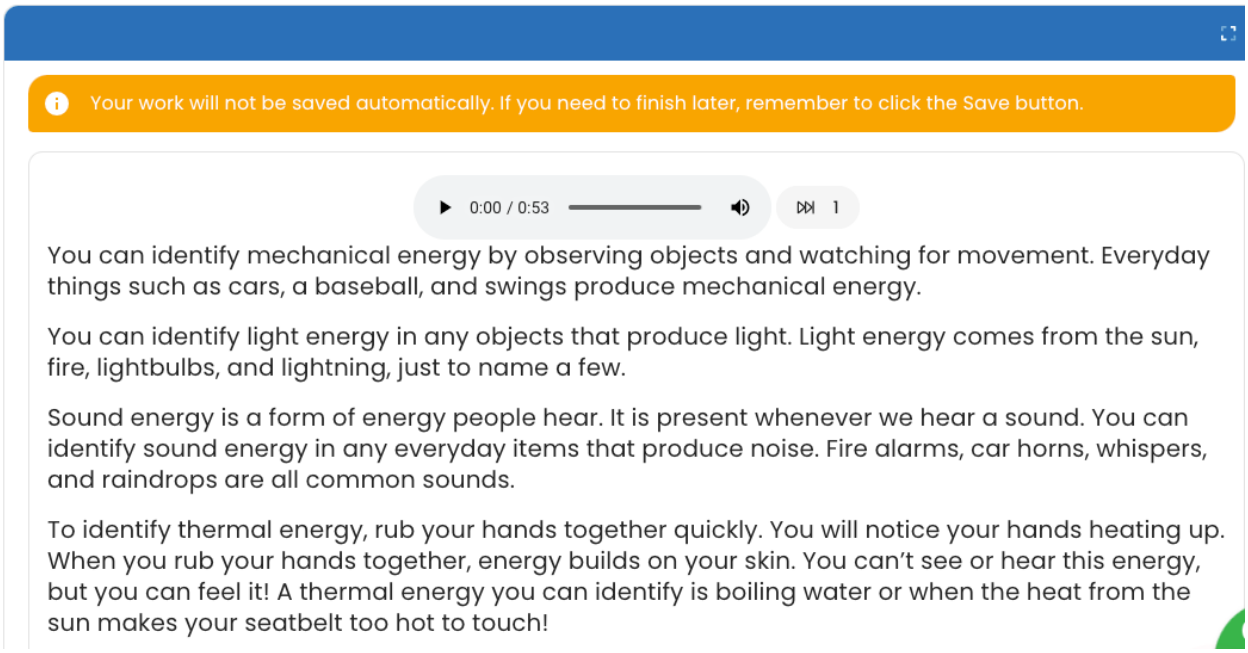
Adding image to TEKS Explained article to add interest and real-world application.

Update to Content Not Reviewed by SRP

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

Adding an image of a baseball player.

Screenshot of Currently Adopted Content



Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content

Description of the specific location and hyperlink to the exact location of the currently adopted content.
Extended Reading: TEKS Explained: Standard 6C found in Unit 3, Week 7, Student View.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2030/week/17445/articles/96633

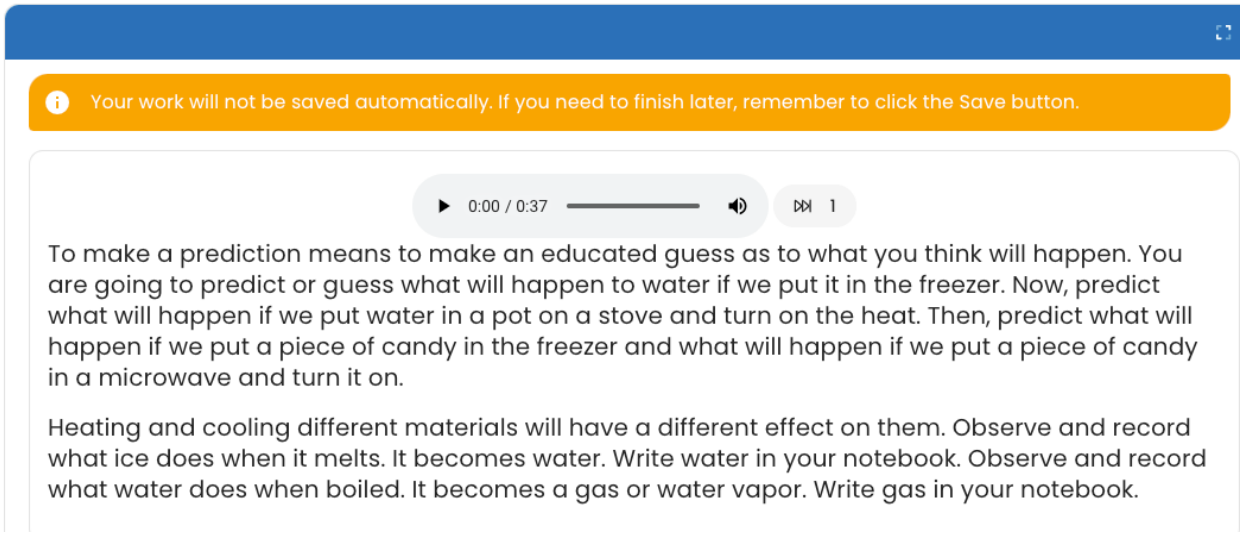
Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of a "prediction."

Update to Content Not Reviewed by SRP

Screenshot of Currently Adopted Content



Screenshot of Proposed Updated Content

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

Extended Reading: TEKS Explained: Standard 7B found in Unit 6, Week 11, Student View.

Update to Content Not Reviewed by SRP

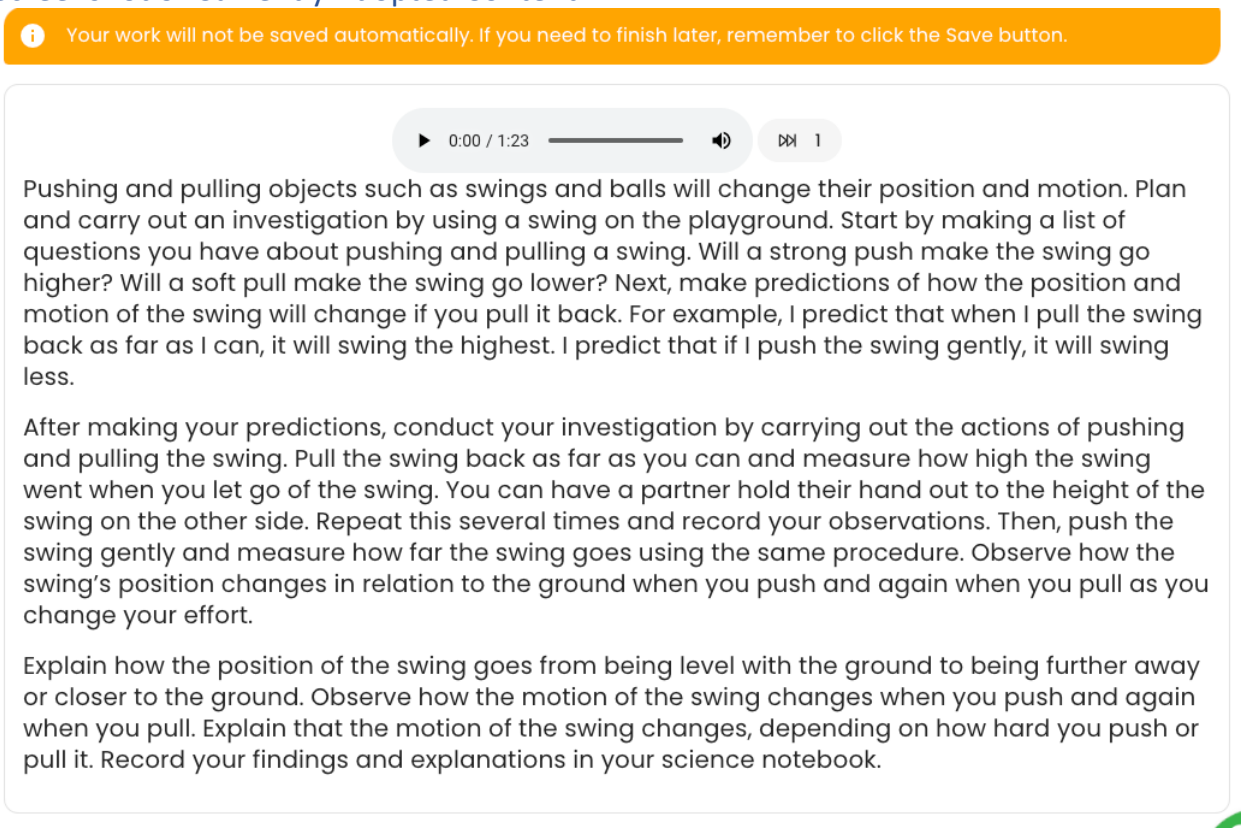
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/units/2013/week/17424/articles/96490

Description of the specific location and hyperlink to the exact location of the proposed updated content.
Same as above, adding an image to the text article.

Publisher's rationale for this change if different from overall rationale.
Adding image to TEKS Explained article to add interest and real-world application.

Publisher's description of this change if different from overall description.
Adding an image of a push and pull.

Screenshot of Currently Adopted Content



Update to Content Not Reviewed by SRP

Screenshot of Proposed Updated Content

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

X Clayton Chamberlain

Date Submitted: March 11, 2024

Update to Content Not Reviewed by SRP

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

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

Proclamation Year: 2024
Publisher: Studies Weekly, Inc.
Subject Area/Course: Science, 3rd Grade

Adopted Program Information

Title: Texas Science Studies Weekly: 3rd Grade
ISBN: 9781649783813-MP1

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

Adopted Component Information

Title: Texas Science Studies Weekly: 3rd Grade Teacher Edition
ISBN: 9781649783806-TE1

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

Publisher's overall rationale for this update

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

Publisher's overall description of the change

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

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

Update to Content Not Reviewed by SRP

Access Information

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

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

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

Update to Content Not Reviewed by SRP

Update comparison:

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

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

N/A - new resource

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

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

1,week1:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2012&week_id=17420
1,week2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2012&week_id=17421
1,week3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2012&week_id=17422
1,week4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2012&week_id=17423
2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2019
3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2030
4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2023
5:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2010
6:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2013
7:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2024
8:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2014
9:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2022
10:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2015
11:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2021
12:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2025

13:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2027
14:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2018
15:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2016
16:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2026
17:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2028
18:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2017
19:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2029
20:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2020
21:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2011

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

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

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

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

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

This is a video so the content is the media provided.
1,week1:https://cdn.studiesweekly.com/online/resources/pod_media/Summary_YouCanBeAScientistYouCanBeAnEngineer_ENG_720.mp4
1,week2:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-1_Summary_RecurringThemesAndConcepts_24-01-13_720.mp4
1,week3:https://cdn.studiesweekly.com/online/resources/pod_media/TX-00-SN_Unit-1_Summary_WhatDoScientistsDo_24-19-01_JS_720.mp4
1,week4:https://cdn.studiesweekly.com/online/resources/pod_media/TX-02-SN_Unit-1_Summary_WhatDoEngineersDo_ENG_360.mp4
2:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-2_Summary_HiddenTreasures_360p.mp4

3:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-3_Summary_IceStorm_23-12-20_360.mp4
4:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-4_Summary_TheStrongestFort_360p.mp4
5:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-5_Summary_Forces_360p.mp4
6:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-6_Summary_InvestigatingForces_360p.mp4
7:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-7_Summary_The%20Energy%20of%20a%20Campout_12-07-23_360.mp4
8:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-8_Summary_TheFastestCar_23-12-07_360.mp4
9:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-9_Summary_WeAreInOrbit_2023-12-20_360.mp4
10:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-10_Summary_CompareDayToDayWeather_23-12-15_720.mp4
11:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-11_Summary_SoilFormation_360p.mp4
12:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-12_Summary_ChangesToTheEarthsSurface_360p.mp4
13:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-13-Summary_NaturalResources_23-12-20_360.mp4
14:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-14_Summary_ReducingReusingAndRecyclingPaper%20-%20JS-24-01-01_720.mp4
15:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-15_Summary_SurvivalThroughChange%20-%20JS-24-01-02_720.mp4
16:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-16_Summary_TheTexasBluebonnet_23-12-15_720.mp4
17:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-17_Summary_AllDriedUp%20-%20JS_24-01-04_720.mp4
18:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-18_Summary_MakeAnImpression%20-%20JS_24-01-01_720.mp4
19:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-19_Summary_DivingFlyingWaddlingDucks_360p.mp4
20:https://cdn.studiesweekly.com/online/resources/pod_media/TX-03-SN_Unit-20_Summary_LifeCycles_23-12-15_720.mp4

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 19, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2029

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

Update to Content Not Reviewed by SRP

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

The current Unit Assessment and Answer Key lacks answer rationales.

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

Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Diving, Flying, Waddling: Ducks

1. Circle the structures of a whale that allow it to survive in its environment, the ocean.

Students should circle the whale's fins, tail, skin, and blowhole.

2. Fill in the blank with the correct vocabulary word.
The external **structures** of an animal help it survive in its environments.
Distractors: functions, colors, organisms

3. Which structure of ducks allows them to fly thousands of miles?

a. webbed feet
b. sharp teeth
c. sensitive beaks
d. strong wings

4. Select all that apply. Which animals would survive in this environment?

a. lion
b. trout
c. hawk
d. duck
e. whale
f. giraffe

5. Study these feet. This animal lives in a water habitat. What evidence supports this claim?

a. The toes have claws.
b. The feet have scales.
c. The feet are webbed.

	d. The toes are very long.
6.	What teeth would be best to chew through wood? A.  b.  c.  d. 
7.	Study the image of a resting alligator. Alligators, like whales, spend much of their time underwater. Whales adapted blowholes to breathe air. What adaptation did alligators make to breathe while mostly under the water?  **(Alligators do not have blowholes on top of their heads. Their nostrils are on top of the snouts so they are in the air while the animal is underwater.)**
8.	 Use evidence from the image to support a claim that sloths survive better in trees than on the ground. **(The long nails/claws of the sloth make climbing and hanging in trees a simple task. However, they would get in the way of walking along the ground. This would make the sloth's movement on the ground awkward and difficult.)**
9.	What behavior of squirrels helps them have enough food over the winter? a. builds large nests **b. stores nuts in trees** c. powerful hind legs d. sharp nails and teeth
10.	True or **false**: Ducks can't fly.

Update to Content Not Reviewed by SRP

Assessment Map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
3A: Develop Explanations and Propose Solutions			x		x		x	x		
Science Standard										
3.13A	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5F: Structure and Function	x	x	x	x	x	x	x	x	x	x
Depth of Knowledge	2	2	1	1	2	2	3	3	1	1
Item Activity # ***The activity associated with this item if needed for remediation or review.***										

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Diving, Flying, Waddling: Ducks

1. Circle the structures of a whale that allow it to survive in its environment, the ocean.

Students should circle the whale's fins, tail, skin, and blowhole. Whales use their fins and tail to move through the water efficiently. Whales don't have hair or fur because that wouldn't help them survive in the ocean. Whales have blowholes on the top of their head so they can breathe when they reach the surface of the ocean.

2. Fill in the blank with the correct vocabulary word.
The external structures of an animal help it survive in its environments.
Distractors: functions, colors, organisms
Structure is the correct answer because a structure is a feature of the animal that helps it survive.

a. Function is incorrect because a function is something that the animal does, or a behavior.
b. Color is incorrect because the animal's color will not help it survive.
c. Organism is incorrect because an organism is a living thing.

3. Which structure of ducks allows them to fly thousands of miles?

a. webbed feet; Feet help ducks walk.
b. sharp teeth; Ducks don't have teeth.
c. sensitive beaks; sensitive beaks help them choose their food.
d. strong wings; Strong wings help ducks fly thousands of miles.

4. Select all that apply. Which animals would survive in this environment?

a. lion; Lions live in the African Savannah.
b. trout; Trout live in lakes
c. hawk; Hawks live in nests in high places and eat fish and small rodents, who live near or in lakes.
d. duck; Ducks live in lakes.
e. whale; Whales live in the Ocean.
f. giraffe; Giraffes live in the African Savannah.

5. Study these feet. This animal lives in a water habitat. What evidence supports this claim?

a. The toes have claws.; there are no claws
b. The feet have scales.; there are no scales
c. **The feet are webbed.; The feet are webbed and the webbed feet make it easier to move through water.**
d. The toes are very long.; The toes are not long.

6. What teeth would be best to chew through wood?

A.

b.

c.

d.

a. Incorrect: Too small
b. **Correct: Long, and flat to chew the wood**
c. Incorrect: Too short small
d. Incorrect: not long enough

7. Study the image of a resting alligator. Alligators, like whales, spend much of their time underwater. Whales adapted blowholes to breathe air. What adaptation did alligators make to breathe while mostly under the water?

(Alligators do not have blowholes on top of their heads. Their nostrils are on top of the snout so they stick into the air while the animal is underwater.)

8.

Use evidence from the image to support a claim that sloths survive better in trees than on the ground. **(The long nails/claws of the sloth make climbing and hanging in trees a simple task. However, they**

	would get in the way of walking along the ground. This would make the sloth's movement on the ground awkward and difficult.)
9.	What behavior of squirrels helps them have enough food over the winter? a. builds large nests; Squirrels don't build large nests. **b. stores nuts in trees; Squirrels store nuts in trees so they can eat all winter.** c. powerful hind legs; Their hind legs are a structure not a function. d. sharp nails and teeth; Their nails and teeth are a structure not a function.
10.	True or **false**: Ducks can't fly. **(Ducks have strong and powerful wings that allow them to fly long distances when necessary.)**

Assessment Map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
3A: Develop Explanations and Propose Solutions			x		x		x	x		
Science Standard										
3.13A	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5F: Structure and Function	x	x	x	x	x	x	x	x	x	x
Depth of Knowledge	2	2	1	1	2	2	3	3	1	1
Item Activity # ***The activity associated with this item if needed for remediation or review.***										

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 13, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2027

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

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

The current Unit Assessment and Answer Key lacks answer rationales.

Update to Content Not Reviewed by SRP

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

Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Natural Resources

1.	A(n) _____ is any fact or event you can observe. a. engineer b. investigation c. scientist **d. phenomenon**
2.	What did Natalia and Steven wonder about after they ran out of gas? a. what would happen to the soil underneath their car without gas in it **b. what would happen if they ran out of essential natural resources, like gas, timber, and plants** c. how far to push the car d. what would happen if one of them had to go get more gas
3.	**True** or false: Air and soil are natural resources that humans cannot live without.
4.	True or **false**: It is very difficult for air to become polluted.
5.	Select all that apply: Air is _____. **a. invisible** **b. a mixture of gases** c. solid d. visible
6.	Healthy soil means _____. a. cars run out of gas b. rotten vegetables c. good games **d. healthy plants**
7.	The garden is growing well and has many vegetables. Which is most likely? a. The garden doesn't have enough water. b. The gardener owns chickens. **c. The soil is a healthy base for roots and nutrients.** d. There is enough shade for the garden.
8.	Select all that apply: What natural resources are essential for a plant to grow? **a. water** **b. air** c. silver **d. soil**

9.	Which is a possible effect of polluted air? a. Cars will go faster. **b. Plants, animals, and humans would be at risk.** c. Clothes we wear will get dirty faster. d. Cities will be louder.
10.	Select all that apply: Gases in the air that surround the Earth include _____. a. water vapor **b. nitrogen** c. radon **d. oxygen**

Assessment Map

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
3.1							x			
Science Standard										
3.1 Ask Questions	x	x							x	
Recurring Themes and Concepts										
3.2 Analyze Data						x	x	x		
3.5 Cause and Effect	x	x								
3.5 Systems and System Models			x		x					
3.5 Structure and Function				x						x
Depth of Knowledge	1	1	1	2	1	2	7	1	1	1
Item Activity # *The activity associated with this item if needed for remediation or review.*	1	5	5	5	5	5	5	5	5	5

Screenshot of Proposed Updated Content

Third Grade: Natural Resources

1.	A(n) _____ is any fact or event you can observe. a. engineer; a phenomenon is any fact or event you can observe. b. investigation; a phenomenon is any fact or event you can observe. c. scientist; a phenomenon is any fact or event you can observe. **d. phenomenon; a phenomenon is any fact or event you can observe.**
2.	What did Natalia and Steven wonder about after they ran out of gas? a. what would happen to the soil underneath their car without gas in it; Natalia and Steven wonder what would happen if they ran out of essential natural resources like gas, timber, and plants. **b. what would happen if they ran out of essential natural resources, like gas, timber, and plants; Natalia and Steven wonder what would happen if they ran out of essential natural resources like gas, timber, and plants.** c. how far to push the car; Natalia and Steven wonder what would happen if they ran out of essential natural resources like gas, timber, and plants. d. what would happen if one of them had to go get more gas; Natalia and Steven wonder what would happen if they ran out of essential natural resources like gas, timber, and plants.
3.	**True** or false: Air and soil are natural resources that humans cannot live without. **a. True: correct because air and soil are natural resources that humans cannot live without.** b. False: incorrect because air and soil are natural resources that humans cannot live without.
4.	True or **false**: It is very difficult for air to become polluted. **a. True: incorrect because air can become polluted easily.** b. False: correct because air can become polluted easily.
5.	Select all that apply: Air is _____. **a. invisible; Air is an invisible mixture of gases** **b. a mixture of gases; Air is an invisible mixture of gases** c. solid; Air is an invisible mixture of gases. d. visible; Air is an invisible mixture of gases.
6.	Healthy soil means _____. a. cars run out of gas; Healthy soil means healthy plants. b. rotten vegetables; Healthy soil means healthy plants. c. good games; Healthy soil means healthy plants. **d. healthy plants; Healthy soil means healthy plants.**

7.	The garden is growing well and has many vegetables. Which is most likely? a. The garden doesn't have enough water.; The garden has enough water if it is growing well. b. The gardener owns chickens.; There was no mention of chickens in the article, nor do the chickens impact the success of the garden. **c. The soil is a healthy base for roots and nutrients.; Healthy soil produces healthy plants.** d. There is enough shade for the garden.; The garden needs sunlight to grow.
8.	Select all that apply: What natural resources are essential for a plant to grow? **a. water (Correct, water, air and soil are natural resources essential for plant growth.)** **b. air (Correct, water, air and soil are natural resources essential for plant growth.)** c. silver (Incorrect, water, air and soil are natural resources essential for plant growth.) **d. soil (Correct, water, air and soil are natural resources essential for plant growth.)**
9.	Which is a possible effect of polluted air? a. Cars will go faster. (Incorrect: polluted air does not cause cards to travel faster.) **b. Plants, animals, and humans would be at risk. (Correct: Plants, animals, and humans would be at risk if air is polluted)** c. Clothes we wear will get dirty faster. (Incorrect: polluted air does not cause clothes to get dirtier faster.) d. Cities will be louder. (Incorrect: polluted air does not cause cities will be louder.)
10.	Select all that apply: Gases in the air that surround the Earth include _____. a. water vapor (Incorrect: gases in the air that surround the Earth include: nitrogen and oxygen.) **b. nitrogen (Correct: oxygen and nitrogen are gases in the air that surround the Earth.)** c. radon (Incorrect: gases in the air that surround the Earth include: nitrogen and oxygen.) **d. oxygen (Correct: oxygen and nitrogen are gases in the air that surround the Earth.)**

Update to Content Not Reviewed by SRP

Assessment Map

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
3.1							x			
Science Standard										
3.1 Ask Questions	x	x							x	
Recurring Themes and Concepts										
3.2 Analyze Data						x	x	x		
3.5 Cause and Effect	x	x								
3.5 Systems and System Models			x		x					
3.5 Structure and Function				x						x
Depth of Knowledge	1	1	1	2	1	2	7	1	1	1
Item Activity # *The activity associated with this item if needed for remediation or review.*	1	5	5	5	5	5	5	5	5	5

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 17, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2028

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

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

The current Unit Assessment and Answer Key lacks answer rationales.

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

Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: All Dried Up

1. Study the image of a flood.

Why did the tree not move out of the water?

a. It prefers that location.
b. Its roots needed water.
c. Most plants cannot move.
d. The flood arrived too quickly.

2. True or **false**: Most animals perish during a drought.

3. Study the image of a forest. Notice that there are no plants on the ground.

What would **most likely** happen if the trees were removed from this area?

a. The forest would turn into a lake.
b. Wildfire frequency would decrease.
c. No plants nor animals would live there.
d. Grasses and bushes would start to grow.

4. Open response: Many frogs migrate when their pond begins to dry up. What are the benefits and drawbacks to this strategy? **(Answers may include,**

Unit 17: All Dried Up — Third Grade

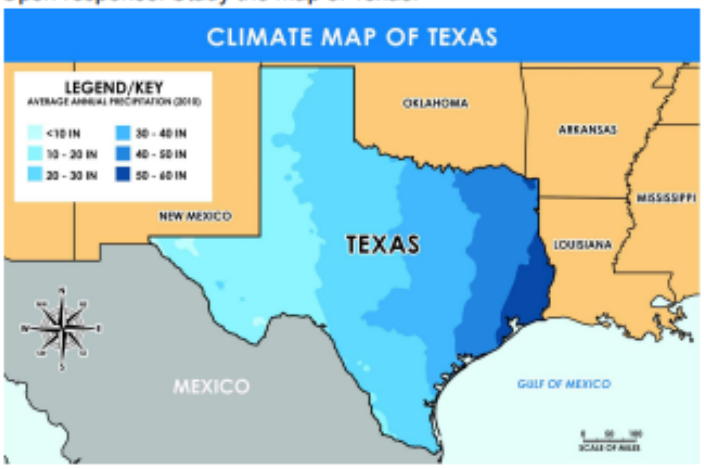
StudiesWeekly

	but not be limited to: benefits - finding more water; a location with less competition; possibly more resources than where it came from. Drawbacks: vulnerable to predators while migrating; not finding any water; not being able to find food while migrating; being in a higher stress environment; facing more competition.)
5.	Sandhill cranes fly north every spring and south every fall. What environmental change **most likely** causes this behavior? a. Fish start hibernating in the fall. b. The number of predators decreases. **c. The temperature falls below freezing.** d. Wildfires occur less during the summer.
6.	**True** or false: Mosquitoes lay eggs in still water. They spend the first week of their life in the water before turning into a flying adult. The mosquito population decreases during droughts.
7.	Fill in the blank: Choose the word or phrase that best completes the sentence. This is a cattail.  Beavers cause flooding to create their habitat. A beaver moving into a new area **most likely** **increases** cattail habitat. Distractors: decreases; does not affect
8.	Which animal benefits **most** from a shrinking lake? a.  b. 

c.

d.

9. Open response: Study the map of Texas.



Which area would **most likely** suffer a drought? Support the claim with evidence from the map. **(The western border because it gets the least annual rainfall. If there is any period without rain, any available water will be quickly used up.)**

10. Water snakes hunt in still or slowly flowing water. They do not reproduce or live in the water. Which is the **most likely** effect of a drought on a water snake?

a. It changes its diet to plants.
b. It moves to a wetter location.
c. It runs out of fish and perishes.
d. It increases the number of eggs laid.

Assessment map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
3A: Develop Explanations and Propose Solutions	x			x	x				x	
Science Standard										
3.12C Describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations.	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5G: Stability and Change	x	x	x	x	x	x	x	x	x	x
Depth of Knowledge	1	1	2	3	2	2	2	2	3	2
Item Activity # *The activity associated with this item if needed for remediation or review.*	3	4	3,4	3	3,8	2,4	2,4	3,8	2	2,4

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: All Dried Up

1. Study the image of a flood.

Why did the tree not move out of the water?

a. It prefers that location. (trees do not prefer water that deep)
b. Its roots needed water.(although roots need water, plants would not choose to be in a flood)
c. **Most plants cannot move. (most plants are rooted in place)**
d. The flood arrived too quickly. (the speed of the flood did not affect whether the plant can move or not)

2. True or **false**: Most animals perish during a drought. (many animals move to a better location or adapt to changing conditions)

3. Study the image of a forest. Notice that there are no plants on the ground.

What would **most likely** happen if the trees were removed from this area?

a. The forest would turn into a lake. (if the area is not already a lake, chances are low it would turn into one by removing trees)
b. Wildfire frequency would decrease. (wildfire frequency in the area might increase due to the growth of grasses)
c. Neither plants nor animals would live there. (if this area currently

	supports life, plants and animals would move in if it were vacated) **d. Grasses and bushes would start to grow. (without trees, low-growing plants would receive enough sunlight to start growing)**
4.	Open response: Many frogs migrate when their pond begins to dry up. What are the benefits and drawbacks to this strategy? **(Answers may include but are not limited to: benefits: finding more water; a location with less competition; possibly more resources than where it came from; drawbacks: vulnerable to predators while migrating; not finding any water; not being able to find food while migrating; being in a higher-stress environment; facing more competition.)**
5.	Sandhill cranes fly north every spring and south every fall. What environmental change **most likely** causes this behavior? a. Fish start hibernating in the fall. (sandhill cranes do not rely on fish alone for their diet) b. The number of predators decreases. (the predator population is not seasonally cyclical) **c. The temperature falls below freezing. (sandhill cranes migrate to avoid harsh winter temperatures)** d. Wildfires occur less during the summer. (wildfires actually increase during the summer months)
6.	**True** or false: Mosquitoes lay eggs in still water. They spend the first week of their life in the water before turning into a flying adult. The mosquito population decreases during droughts. (mosquitoes cannot reproduce without water, if there is less water, the population decreases)
7.	Fill in the blank: Choose the word or phrase that best completes the sentence. This is a cattail.  Beavers cause flooding to create their habitat. A beaver moving into a new area **most likely** increases the cattail habitat. Distractors: decreases; does not affect (increases: correct; the beaver creates a pond with more shoreline for cattails to grow decreases: incorrect; the beaver creates a pond with more shoreline for cattails to grow does not affect: incorrect; the beaver creates a pond with more shoreline for cattails to grow)
8.	Which animal benefits **most** from a shrinking lake?

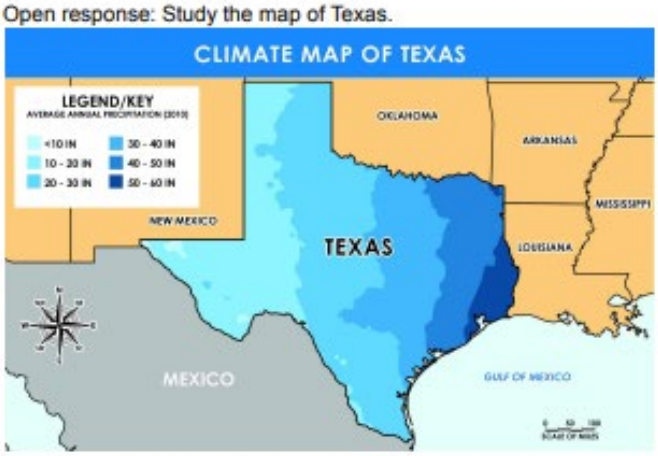
a.  (fish lose habitat)

b.  (the elk loses a water and food source)

c.  **(the heron has an easier time finding and catching fish in a smaller area)**

d.  (ducks lose habitat)

9. Open response: Study the map of Texas.



Which area would **most likely** suffer a drought? Support the claim with evidence from the map. **(The western border because it gets the least annual rainfall. If there is any period without rain, any available water will be quickly used up.)**

10.	Water snakes hunt in still or slowly flowing water. They do not reproduce or live in the water. Which is the **most likely** effect of a drought on a water snake? a. It changes its diet to plants. (animals are unable to change their diet) **b. It moves to a wetter location. (animals are able to relocate to a more favorable habitat)** c. It runs out of fish and perishes. (water snakes will eat any animal it can catch and are able to move locations) d. It increases the number of eggs laid. (egg production will decrease until the habitat improves or a more favorable location is found)

Assessment map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
3A: Develop Explanations and Propose Solutions	x			x	x				x	
Science Standard										
3.12C Describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations.	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5G: Stability and Change	x	x	x	x	x	x	x	x	x	x
Depth of Knowledge	1	1	2	3	2	2	2	2	3	2
Item Activity # *The activity associated with this item if needed for remediation or review.*	3	4	3,4	3	3,8	2,4	2,4	3,8	2	2,4

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 20, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2020

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

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

The current Unit Assessment and Answer Key lacks answer rationales.

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

Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Life Cycles

1.

Labeling
Use the word bank to create a life cycle model for the bean plant.
Labels: Birth; Death; Growth; Reproduction

1. **Birth**
2. **Growth**
3. **Reproduction**
4. **Death**

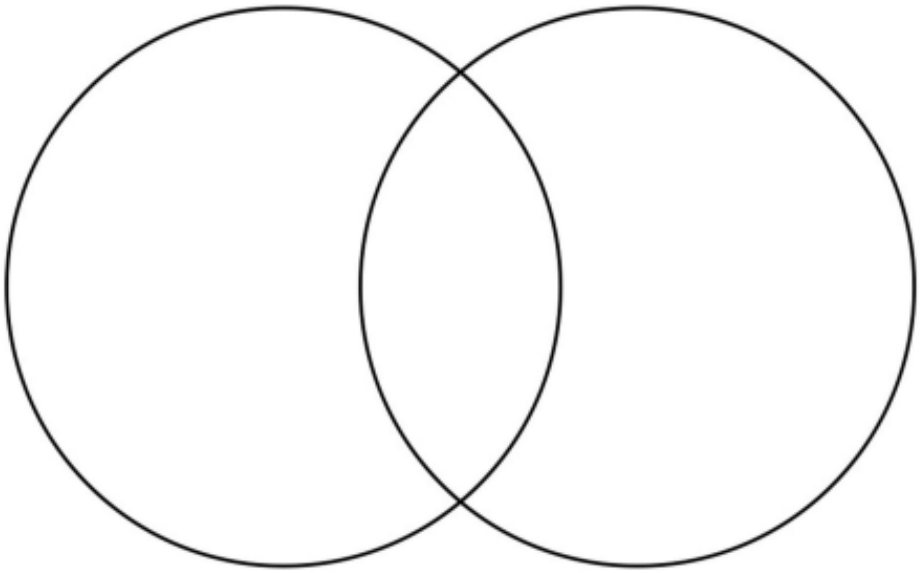
2.

Crickets begin life as an egg. When they hatch, they are called nymphs. Nymphs grow into adult crickets that reproduce eggs, and the cycle starts over again.

Radishes begin life as a seed. In a few days, the seed turns into a seedling. The seedling grows into an adult plant. Radishes have flowers that contain seeds. These seeds can fall out of the flower to the ground and the cycle begins again.

Place the following items in the correct place in the Venn diagram.

Labels:
begins life as a seed
begins life as an egg
reproduces through seeds falling
reproduces through laying eggs
grows from an immature organism to an adult



Differences: Radishes begin life as a seed. Crickets begin life as an egg. Radishes reproduce through seeds falling. Crickets reproduce through laying eggs.

Similarities: Both organisms grow from an immature organism to an adult. Crickets are nymphs and grow into adults. Radishes are seedlings and grow into adults.

3. Study the image of this plant. What stage of the life cycle is represented?

a. birth
b. death
c. growth
d. reproduction

4. Why is the pattern organisms go through during their life called a cycle?
(because the same pattern repeats for each new organism)

5. Many plants start life as a(n) seed.
Distractors: egg; larvae; sprout

6.	Put the images of this man in order to represent his life cycle.  5 3 1 6 2 4
7.	True or **false**: All organisms help their young grow and develop.
8.	**Study the following image.**  Which stage of a sunflower's life cycle is similar to a beetle's stage called larva? a. seed **b. seedling** c. sunflower d. falling seeds

9.	Study the image.  Which statement is true based on the model? A. Butterflies begin life as a seed. B. Butterflies leave the chrysalis as a caterpillar. **C. Caterpillars create a chrysalis around them.** D. Caterpillars lay eggs on leaves as they grow.
10.	Fill in the blank: Choose the word that best completes the sentence. An oak tree's **lifespan** is years longer than a lima bean. Distractors: seed, leaf, stem

Update to Content Not Reviewed by SRP

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
1G: Develop and Use Models	x					x			x	
Science Standard										
3.13B	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5A: Patterns		x		x		x		x		
Depth of Knowledge	1	2	1	2	1	2	1	1	2	1
Item Activity # ***The activity associated with this item if needed for remediation or review.***	5	2	3	5	2/3	5	4	3	5	2

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Second Grade: Life Cycles

1.

Labeling
Use the word bank to create a life cycle model for the bean plant.
Labels: Birth; Death; Growth; Reproduction

1. **Birth**
2. **Growth**
3. **Reproduction**
4. **Death**

The order of the life cycle is birth, growth, reproduction, death.

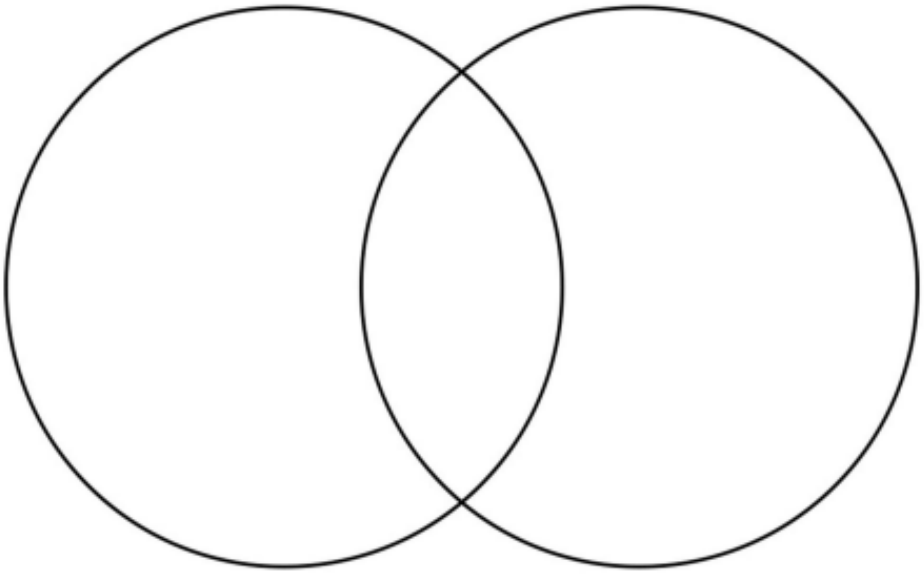
2.

Crickets begin life as an egg. When they hatch, they are called nymphs. Nymphs grow into adult crickets that reproduce eggs, and the cycle starts over again.

Radishes begin life as a seed. In a few days, the seed turns into a seedling. The seedling grows into an adult plant. Radishes have flowers that contain seeds. These seeds can fall out of the flower to the ground and the cycle begins again.

Place the following items in the correct place in the Venn diagram.

Labels:
begins life as a seed
begins life as an egg
reproduces through seeds falling
reproduces through laying eggs
grows from an immature organism to an adult



Differences: Radishes begin life as a seed. Crickets begin life as an egg. Radishes reproduce through seeds falling. Crickets reproduce through laying eggs.

Similarities: Both organisms grow from an immature organism to an adult. Crickets are nymphs and grow into adults. Radishes are seedlings and grow into adults.

A cricket is born from an egg, grows into a nymph, reproduces and then dies. A radish begins as a s then an adult radish. The radish has a flower from which seeds fall from into the ground.

3.

Study the image of this plant. What stage of the life cycle is represented?

a. birth (Incorrect: flowers are not how plants are born)
b. death (Incorrect: flowers are not how a plant dies)
c. growth (Incorrect: flowers are not the growth stage of a plant)
d. **reproduction (Correct: plants reproduce through the flower)**

4.

Why is the pattern organisms go through during their life called a cycle?
(because the same pattern repeats for each new organism)
(A cycle is a repetitive pattern.)

5.

Many plants start life as a(n) seed.
Distractors: egg; larvae; sprout

a. **Seed, correct: all plants start as a seed.**
b. Egg: incorrect: animals start as eggs.
c. Larvae: incorrect: insects grow into larvae
d. Sprout: incorrect: seeds grow into sprouts

6.	Put the images of this man in order to represent his life cycle.  **5 3 1 6 2 4** **Humans grow from a baby, to a toddler, to a child, to a teenager, to an adult, to an older man.**
7.	True or **false**: All organisms help their young grow and develop. **False, not all organisms help their young grow. Salmon and plants are an example of organisms that do not raise their young.**
8.	**Study the following image.**  Which stage of a sunflower's life cycle is similar to a beetle's stage called larva? a. seed (Incorrect: a seed could be compared to an egg) **b. seedling (Correct: a larvae is the first stage after an egg and a seedling is the first stage after a seed)** c. sunflower (Incorrect: a sunflower is the adult plant) d. falling seeds (Incorrect: falling seeds are the reproductive step)

9.	Study the image.  Which statement is true based on the model? A. Butterflies begin life as a seed. (Incorrect: butterflies begin life as an egg.) B. Butterflies leave the chrysalis as a caterpillar. (Incorrect: Butterflies leave the chrysalis as a butterfly.) **C. Caterpillars create a chrysalis around them. (Correct: Caterpillars do create a chrysalis.)** D. Caterpillars lay eggs on leaves as they grow. (Incorrect: Butterflies lay eggs.)
10.	Fill in the blank: Choose the word that best completes the sentence. An oak tree's **lifespan** is years longer than a lima bean. Distractors: seed, leaf, stem **a. Lifespan: correct: Oak trees take years longer than lima bean plants to grow to maturity.** b. Seed: incorrect: seeds are not measured in years c. Leaf: incorrect: leaves are not measured in years d. Stem: incorrect: stems are not measured in years

Update to Content Not Reviewed by SRP

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
1G: Develop and Use Models	x					x			x	
Science Standard										
3.13B	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5A: Patterns		x		x		x		x		
Depth of Knowledge	1	2	1	2	1	2	1	1	2	1
Item Activity # ***The activity associated with this item if needed for remediation or review.***	5	2	3	5	2/3	5	4	3	5	2

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 10, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2015

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

Publisher's rationale for this change if different from overall rationale.
The current Unit Assessment and Answer Key lacks answer rationales.

Publisher's description of this change if different from overall description.
Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

Unit Assessment Answer Keys

Third Grade: Compare Day-to-Day Weather

1.

Use the table to answer the following question.

Day	Temperature
Monday	60°F
Tuesday	57°F
Wednesday	58°F
Thursday	
Friday	61°F

What is the most likely missing temperature?

a. 56°F
b. 22°F
c. 75°F
d. 80°F

2.

Seattle, Washington: March

Temperature	Precipitation
49°F	rain
46°F	rain
51°F	rain
50°F	rain

New York City, New York: March

Temperature	Precipitation
51°F	sunny
47°F	sunny
49°F	snow
50°F	sunny

What difference do you notice between the weather in these locations?

a. The temperature is hotter in Seattle than in New York City.
b. There is more precipitation in Seattle than in New York City.
c. The temperature is colder in Seattle than in New York City.
d. There is less precipitation in Seattle than in New York City.

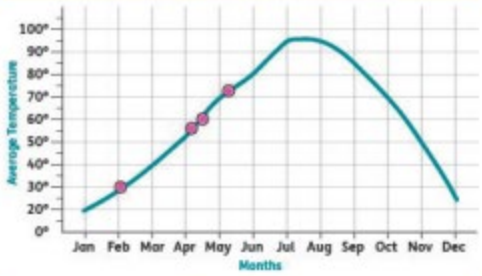
3.

Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table.

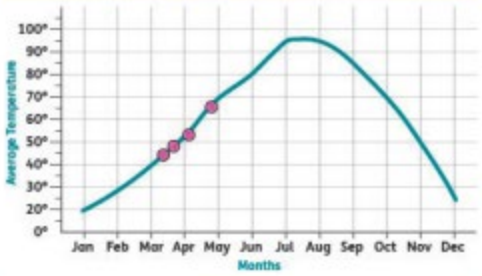
Month	Temperature
January	20°F
March	40°F
May	70°F
July	95°F

Which graph matches the data table?

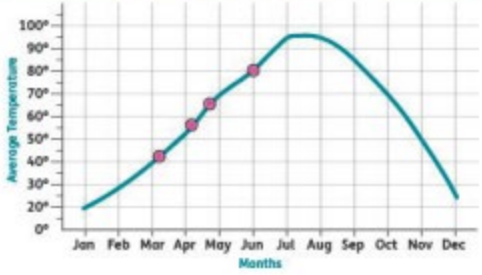
a.



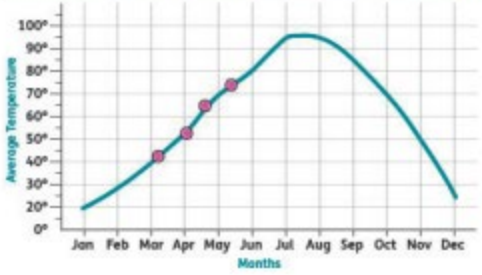
b.



c.



d.



4.

Match each image of weather to the phrase that describes it.

rain precipitation

rain precipitation

wind direction

hot temperature

snow precipitation

cold temperature

snow precipitation

wind direction

cold temperature

hot temperature

5. The following table shows the wind speed in four different cities in Utah. Each location is shown on the map.

City	Wind Speed (miles per hour)	Wind Direction
Thompson Springs	14	north
Lindon	18	southwest
Boulder	22	southeast
Teasdale	25.44	southeast

Explain why the wind speed and direction for Boulder and Teasdale would be similar. **(On the map, Boulder and Teasdale are near each other. This explains why they would have a similar wind speed and direction. They are close enough to be in the same weather system.)**

6.

Use the information in the tables to answer question 6–8.

San Francisco, California: April

Temperature	Wind (miles per hour)	Precipitation
58°F	13.1	sunshine
60°F	12.9	rain
64°F	13.1	rain
60°F	13	rain

Sacramento, California-April

Temperature	Wind (miles per hour)	Precipitation
80°F	11.5	sunshine
79°F	111	sunshine
74°F	11	sunshine
75°F	11	sunshine

San Francisco has _____ than Sacramento.

a. Warmer weather
b. more precipitation
c. Sacramento
d. San Francisco

7.

The temperature is warmer in which city?

a. Warmer weather
b. more precipitation
c. Sacramento
d. San Francisco

8.	The wind speed is higher in? a. Warmer weather b. more precipitation c. Sacramento **d. San Francisco**
9.	What tool do meteorologists use to measure wind speed? **a. anemometer** b. wind vane c. thermometer d. rain gauge
10.	The two basketball games pictured took place during recess in two different cities. Which statement best explains why the weather would be different at the same time of day in two different cities? a. Weather patterns are unpredictable. b. The cities are likely close to each other. **c. The cities are likely distant from each other.** d. Weather is the same in all cities in the same state  

Asessment Map:		1	2	3	4	5	6	7	8	9	10
SEP	**Science and Engineering Practices**										
	2A: Analyze Data	x	x	x		x	x	x	x		x
	Science Standard										
	3.10A: Compare and describe day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.		x	x		x	x	x	x	x	x
RTC	**Recurring Themes and Concepts**										
	5A: Patterns	x	x		x	x	x	x	x		x
	Depth of Knowledge	2	2	1	1	3	2	2	2	1	3
Item Activity # *The activity associated with this item if needed for remediation or review.*		3	3 4	3 5	2 3 4	2	4	3	2	2	4

Screenshot of Proposed Updated Content

TEXAS SCIENCE

Unit Assessment Answer Keys

Third Grade: Compare Day-to-Day Weather

1.

Use the table to answer the following question.

Day	Temperature
Monday	60°F
Tuesday	57°F
Wednesday	58°F
Thursday	
Friday	61°F

What is the most likely missing temperature?

a. **56°F (the table shows temperatures all between 57-61 degrees. 56 degrees is close to these numbers and fits the pattern.)**
b. 22°F (the table shows temperatures all between 57-61 degrees. This choice falls outside of this pattern.)
c. 75°F (the table shows temperatures all between 57-61 degrees. This choice falls outside of this pattern.)
d. 80°F

2.

Seattle, Washington: March

Temperature	Precipitation
49°F	rain
46°F	rain
51°F	rain
50°F	rain

New York City, New York: March

Temperature	Precipitation
51°F	sunny
47°F	sunny
49°F	snow
50°F	sunny

What difference do you notice between the weather in these locations?

a. The temperature is hotter in Seattle than in New York City. (the table shows the temperature in Seattle is similar to the temperature in New York City)
b. **There is more precipitation in Seattle than in New York City. (the table shows that rain falls more often in Seattle than in New York City.)**
c. The temperature is colder in Seattle than in New York City. (the table show the temperature in Seattle is similar to the temperature in New York City)
d. There is less precipitation in Seattle than in New York City. (the table shows that Seattle has more precipitation than New York City)

Unit Title: Compare Day-to-Day Weather — Third Grade

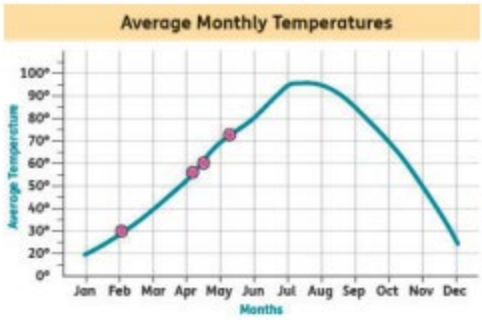
3.

Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table.

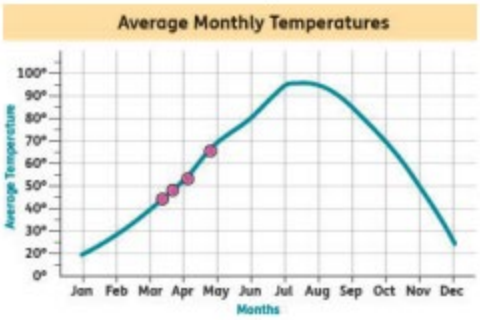
Month	Temperature
January	20°F
March	40°F
May	70°F
July	95°F

Which graph matches the data table?

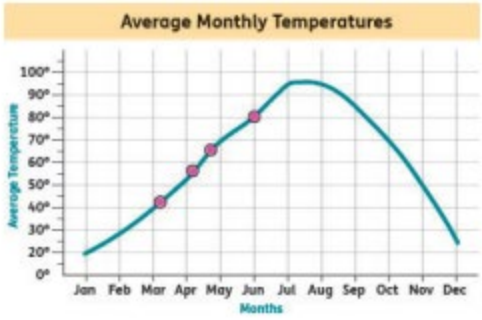
a. (the graph correlates with the numbers in the table)



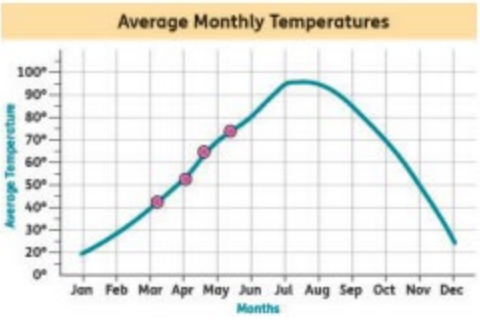
b. (the graph does not correlate with the numbers in the table)



c. (the graph does not correlate with the numbers in the table)



d. (the graph does not correlate with the numbers in the table)



4.

Match each image of weather to the phrase that describes it.

rain precipitation

wind direction

hot temperature

snow precipitation

cold temperature

rain precipitation

snow precipitation

wind direction

cold temperature

hot temperature

5.

The following table shows the wind speed in four different cities in Utah. Each location is shown on the map.

City	Wind Speed (miles per hour)	Wind Direction
Thompson Springs	14	north
Lindon	18	southwest
Boulder	22	southeast
Teasdale	25.44	southeast

Explain why the wind speed and direction for Boulder and Teasdale would be similar. **(On the map, Boulder and Teasdale are near each other. This explains why they would have a similar wind speed and direction. They are close enough to be in the same weather system.)**

6.

Use the information in the tables to answer question 6–8.

San Francisco, California: April

Temperature	Wind (miles per hour)	Precipitation
58°F	13.1	sunshine
60°F	12.9	rain
64°F	13.1	rain
60°F	13	rain

Sacramento, California-April

Temperature	Wind (miles per hour)	Precipitation
80°F	11.5	sunshine
79°F	111	sunshine
74°F	11	sunshine
75°F	11	sunshine

San Francisco has _____ than Sacramento.

a. Warmer weather
b. more precipitation
c. Sacramento
d. San Francisco

7.	The temperature is warmer in which city? (the table shows that Sacramento has warmer temperatures than San Francisco a. Warmer weather b. more precipitation **c. Sacramento** d. San Francisco
8.	The wind speed is higher in? (the table shows that the wind speed is higher in San Francisco than in Sacramento. This is because San Francisco is coastal so the wind speeds are higher. a. Warmer weather b. more precipitation c. Sacramento **d. San Francisco**
9.	What tool do meteorologists use to measure wind speed? **a. anemometer (an anemometer measures wind speed)** b. wind vane (a wind vane measure the wind direction) c. thermometer (a thermometer measures temperature) d. rain gauge (a rain gauge measures precipitation)
10.	The two basketball games pictured took place during recess in two different cities. Which statement best explains why the weather would be different at the same time of day in two different cities? a. Weather patterns are unpredictable. (while weather conditions can be unpredictable at times, this is not a reasonable explanation for different weather in different areas) b. The cities are likely close to each other. (cities near each other will likely have similar weather systems) **c. The cities are likely distant from each other. (cities far enough apart will likely have different weather systems and conditions)** d. Weather is the same in all cities in the same state (cities within a state do not always have the same weather and the same time)  

Asessment Map:		1	2	3	4	5	6	7	8	9	10
SEP	**Science and Engineering Practices**										
	2A: Analyze Data	x	x	x		x	x	x	x		x
	Science Standard										
	3.10A: Compare and describe day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.		x	x		x	x	x	x	x	x
RTC	**Recurring Themes and Concepts**										
	5A: Patterns	x	x		x	x	x	x	x		x
	Depth of Knowledge	2	2	1	1	3	2	2	2	1	3
Item Activity # *The activity associated with this item if needed for remediation or review.*		3	3 4	3 5	2 3 4	2	4	3	2	2	4

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 11, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2021

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

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

The current Unit Assessment and Answer Key lacks answer rationales.

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

Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Soil Formation

1. Study the image of a sidewalk.

What is causing the sidewalk to weather?

a. **plant roots**
b. falling rocks
c. freezing rain
d. digging animals

2. True or **false**: Mushrooms are plants.

3. Select all that apply: Look at the image.

What is the animal's role in soil formation? Choose all that apply.

a. to remove toxins
b. to recycle nutrients
c. to break down rocks
d. to loosen soil particles
e. to bury dead organisms
f. to transport rock particles

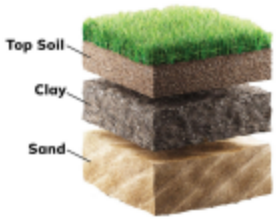
4. Open response: Study the image of soil.

Describe the texture of this soil. **(Allow any description that indicates the soil will be rough or gritty and dry.)**

Unit 11: Soil Formation — Third Grade

StudiesWeekly

5. Study the model of soil layers.



Why might organic matter not be found in clay or sand?

a. Sand and clay are not suiteds for plants.
b. Those layers push organic matter upward.
c. **Decomposers do not live in deeper layers.**
d. Weathering still happens in sand and clay.

6. True or false: Sand does not hold much moisture.

7. Study the soil layers.

Why does the soil in the upper layers have smaller particles than the lower layers?

a. The lower layers are composed of clays.
b. The upper layers have increased moisture.
c. The lower layers do not contain decomposers.
d. **The upper layers experienced more weathering.**

8. Study the image of the sidewalk.

What caused the cracks to appear?

a. animals burrowing in the ground
b. plant roots growing under the sidewalk
c. rainwater freezing and thawing over time
d. weather changes expanding the concrete

9. Study the rock formation.

	 What **most likely** caused this weathering? a. rainwater freezing b. animals burrowing c. plant roots expanding **d. wind blowing particles**
10.	Open response: Compare and contrast the weathering processes of water and plants. **(Both processes widen existing cracks until the rock breaks apart. Water requires many cycles of freezing and thawing. Plants require a growing season and enough resources to expand roots that have been inserted into cracks.)**

Assessment map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
3A: Develop Explanations and Propose Solutions	x		x		x		x	x	x	x
Science Standard										
3.10B	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5B: Cause and Effect	x		x		x	x	x	x	x	x
Depth of Knowledge	2	1	1	2	2	1	2	2	2	2
Item Activity # *The activity associated with this item if needed for remediation or review.*	3	4	4	6	4,8	7	3,8	3	3	3

Screenshot of Proposed Updated Content

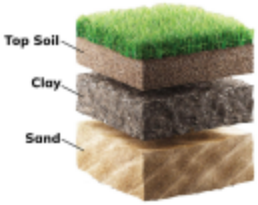
TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Soil Formation

1.	Study the image of a sidewalk.  What is causing the sidewalk to weather? **a. plant roots (there is a tree root pushing up the sidewalk)** b. falling rocks (falling rocks would not cause the sidewalk to rise) c. freezing rain (freezing rain would cause cracks) d. digging animals (digging animals may cause this, but a tree root is in the image)
2.	True or **false**: Mushrooms are plants. (mushroom are fungi)
3.	Select all that apply: Look at the image.  What is the animal's role in soil formation? Choose all that apply. a. to remove toxins (worms do not remove toxins, but they may be an indicator toxins are present) **b. to recycle nutrients (worms decompose organic matter and return nutrients to the soil)** c. to break down rocks (worms do not weather rocks) **d. to loosen soil particles (as worms move through soil they loosen soil particles)** e. to bury dead organisms (worms eat and digest organic matter, they do not bury it) f. to transport rock particles (worms do not transport particles, they pass through the worm as it moves)
4.	Open response: Study the image of soil.

Describe the texture of this soil. **(Allow any description that indicates the soil will be rough or gritty and dry.)**

5. Study the model of soil layers.



Why might organic matter not be found in clay or sand?

a. Sand and clay are not suited for plants. (there are plants that thrive in clay and sand)
b. Those layers push organic matter upward. (soil does not "push" any matter anywhere)
c. **Decomposers do not live in deeper layers. (soil does not "push" any matter anywhere)**
d. Weathering still happens in sand and clay. (soil is constantly being weathered and still contains organic matter)

6. **True** or false: Sand does not hold much moisture. (sand is too porous to hold water)

7. Study the soil layers.

Why does the soil in the upper layers have smaller particles than the lower layers?

a. The lower layers are composed of clays. (clays are some of the smallest particles)
b. The upper layers have increased moisture. (soil moisture by itself does not create smaller particles)
c. The lower layers do not contain decomposers. (decomposers do not weather rock particles)
d. **The upper layers experienced more weathering. (increased weathering causes smaller soil particles)**

8.	Study the image of the sidewalk.  What caused the cracks to appear? a. animals burrowing in the ground (burrowing would push the sidewalk upwards) b. plant roots growing under the sidewalk (plant roots would push the sidewalk upwards) c. rainwater freezing and thawing over time (the freeze-thaw cycle widens existing cracks) **d. weather changes expanding the concrete (temperature changes cause the concrete to expand and shrink creating cracks)**
9.	Study the rock formation.  What **most likely** caused this weathering? a. rainwater freezing (the freeze-thaw cycle widens cracks from top down) b. animals burrowing (there are no animal burrows visible in the column) c. plant roots expanding (no plants are visible on the formation) **d. wind blowing particles (the heaviest particles would be closest to the ground; they would cause the most weathering)**
10.	Open response: Compare and contrast the weathering processes of water and plants. **(Both processes widen existing cracks until the rock breaks apart. Water requires many cycles of freezing and thawing. Plants require a growing season and enough resources to expand roots that have been inserted into cracks.)**

Assessment map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
3A: Develop Explanations and Propose Solutions	x		x		x		x	x	x	x
Science Standard										
3.10B	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5B: Cause and Effect	x		x		x	x	x	x	x	x
Depth of Knowledge	2	1	1	2	2	1	2	2	2	2
Item Activity # *The activity associated with this item if needed for remediation or review.*	3	4	4	6	4,8	7	3,8	3	3	3

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

Update to Content Not Reviewed by SRP

This resource can be found online in Unit 12, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2025

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

Publisher's rationale for this change if different from overall rationale.
The current Unit Assessment and Answer Key lacks answer rationales.

Publisher's description of this change if different from overall description.
Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE

Unit Assessment
Answer Keys

Third Grade: Changes to the Earth's Surface

1. Match each image to the correct natural disaster.

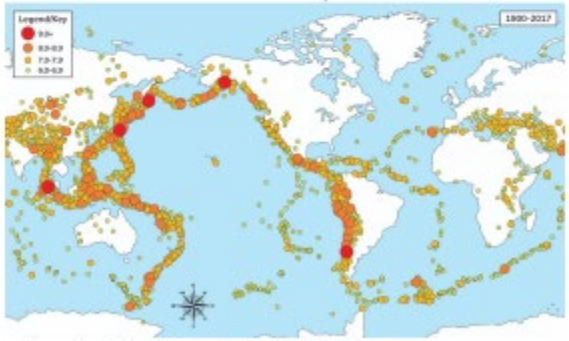
: landslide

: earthquake

: volcanic eruption

2. Study the map of earthquake locations on Earth.

Earth's Earthquakes



Which continent had the **fewest** earthquakes?

a. Asia
b. Africa
c. Europe
d. North America

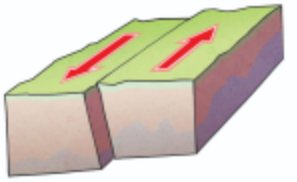
3.	Study the image.  What caused the damage? a. deep floodwaters b. lava flow and gases **c. sideways movement** d. sliding mud and rocks
4.	True or **false**: Landslides rarely affect humans.
5.	Study the image of a road affected by an earthquake. Observe the side road entering the main highway.  How did the pieces of earth move during this earthquake? **a. farther apart** b. closer together c. One moved higher. d. sliding past each other
6.	Study the image.  What evidence supports the claim that this natural disaster was fast? **(The landslide is across a road. If it was slow, the road could have been moved, or a bridge or tunnel could have been built before the road was affected.)**
7.	Study the image of an old lava flow.

What effect did this volcanic eruption have on the landscape?

a. buried a village
b. cleared a forest
c. created an island
d. covered water sources

8.

Study the earthquake model. Choose the term that best completes the sentence.



Imagine two houses next to each other. They are on either side of the line. Those houses will **slide past each other** during this earthquake.
Distractors: smash together; move further apart; become different heights

9.

Study the image. Observe the line of trees that was divided. The trees are fully grown.

What is the **most likely** cause of this landslide?

a. heavy rainfall over many weeks
b. an invasion of burrowing animals.
c. a recent wildfire weakened the hill
d. too many structures built on the slope

10.

Study the image. Observe that the lava is overflowing a road.

Explain why engineers cannot build a wall to keep lava away from roads and other structures. **(Lava is too hot for many materials. It burns through many human-made objects. If there was a material that could withstand the heat, the lava would simply overflow and bury the structure. The time and money it would take to build tall enough structures that would divert the flow is not worth the few times it would be needed.)**

Assessment map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
1G: Develop and Use Models	x	x						x		
Science Standard										
3.10C	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5G: Stability and Change	x	x	x	x	x	x	x	x	x	x
Depth of Knowledge	1	2	2	1	2	3	2	2	2	2
Item Activity # *The activity associated with this item if needed for remediation or review.*	5	3	3	4	3	4	2	3	4	2

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Changes to the Earth's Surface

1. Match each image to the correct natural disaster.

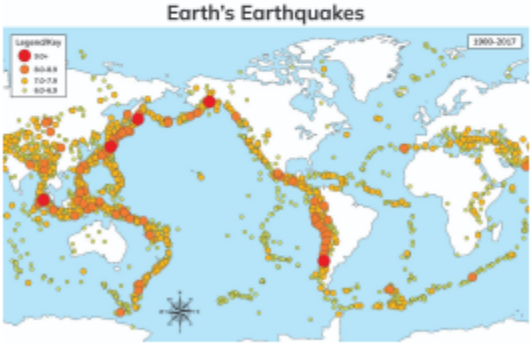

: landslide


: earthquake


: volcanic eruption

2. Study the map of earthquake locations on Earth.

Earth's Earthquakes



Which continent had the **fewest** earthquakes?

a. Asia (southern Asia is covered with dots)
b. **Africa (there are very few dots on Africa)**
c. Europe (the Mediterranean region has many dots)
d. North America (the western coast of the Americas has many dots)

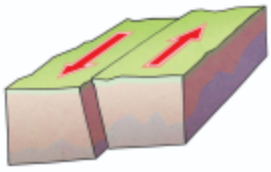
3.	Study the image.  What caused the damage? a. deep floodwaters (there is no water present and no evidence of water) b. lava flow and gases (lava flow would leave charred debris and/or buried buildings) **c. sideways movement (the house collapsed due to an earthquake)** d. sliding mud and rocks (the house would be buried)
4.	True or **false**: Landslides rarely affect humans. (many landslides are caused by human activities and affect structures and tourism)
5.	Study the image of a road affected by an earthquake. Observe the side road entering the main highway.  How did the pieces of earth move during this earthquake? **a. farther apart (there is a gap between the roads)** b. closer together (the roads are not crushed together) c. One moved higher. (the roads are the same height) d. sliding past each other (there is no evidence of disjointed connections)
6.	Study the image.  What evidence supports the claim that this natural disaster was fast? **(The landslide is across a road. If it was slow, the road could have been moved, or a bridge or tunnel could have been built before the road was affected.)**
7.	Study the image of an old lava flow.

What effect did this volcanic eruption have on the landscape?

a. buried a village (the landscape is too flat for buried structures)
b. cleared a forest (there are no trees beyond the boundary of the flow)
c. created an island (the lava flow is not surrounded by water)
d. covered water sources (there are puddles/ponds visible beyond the lava flow)

8.

Study the earthquake model. Choose the term that best completes the sentence.



Imagine two houses next to each other. They are on either side of the line. Those houses will **slide past each other** during this earthquake.

Distractors: smash together; move further apart; become different heights

(smash together: incorrect; the pieces of ground are not moving toward each other

move further apart: incorrect; the pieces of ground are not moving away from each other

slide past each other: correct; the pieces of ground are sliding against each other

become different heights: incorrect; the pieces of ground are not lifting or falling)

9.

Study the image. Observe the line of trees that was divided. The trees are fully grown.

What is the **most likely** cause of this landslide?

a. heavy rainfall over many weeks (runoff weakened the underlying layers of soil and caused the hill to slip)
b. an invasion of burrowing animals. (the slide is too large to be caused by animal burrows)
c. a recent wildfire weakened the hill (there is no evidence of a fire)
d. too many structures built on the slope (there are no structures on the slope that collapsed)

10.

Study the image. Observe that the lava is overflowing a road.

Explain why engineers cannot build a wall to keep lava away from roads and other structures. **(Lava is too hot for many materials. It burns through many human-made objects. If there was a material that could withstand the heat, the lava would simply overflow and bury the structure. The time and money it would take to build tall enough structures that would divert the flow is not worth the few times it would be needed.)**

Assessment map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
1G: Develop and Use Models	x	x						x		
Science Standard										
3.10C	x	x	x	x	x	x	x	x	x	x
Recurring Themes and Concepts										
5G: Stability and Change	x	x	x	x	x	x	x	x	x	x
Depth of Knowledge	1	2	2	1	2	3	2	2	2	2
Item Activity # *The activity associated with this item if needed for remediation or review.*	5	3	3	4	3	4	2	3	4	2

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 18, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2017

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

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

The current Unit Assessment and Answer Key lacks answer rationales.

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

Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Make an Impression

1.	What do you call the remains or traces of plants and animals that lived long ago? a. dead organisms **b. fossils** c. plants d. rocks
2.	How long does it take for a fossil to form? a. a month b. a year **c. millions of years** d. ten years
3.	The hard parts of a dead organism are replaced with _____ to form a fossil. a. sand b. dirt c. water d. minerals
4.	What is a fossil? **a. geological evidence of past living organisms and environments** b. a fun toy to play with c. evidence of the changing atmosphere over time d. remains of things that have not lived yet
5.	How are fossils formed? **a. An organism dies and is quickly buried by sediment.** **b.** They are put into a mold. **c.** They are built using a model. **d.** They are not formed.
6.	What can scientists learn from fossils? a. nothing b. what the weather was like years ago **c. how organisms, Earth, and the environment have changed over time** d. the evolution of an organism
7.	How do fossils show that an environment has changed over time? **a. The amount of fossils changes.** **b. The types of fossils change.** c. The names of fossils change. d. They show the resources available today.
8.	Which situation is likely to expose a fossil? Choose all that apply. **a. A canyon has had strong winds for many years.** **b. A mountainside experiences a severely rainy season.** c. An area is flooded and stays flooded.

Unit Title: Make an Impression — Third Grade

StudiesWeekly

	d. **An archeological dig site carefully digs up the dirt and rock in an area**
9.	What did you learn from the Fossil Formation Activity? **(Answers will vary.)**
10.	Which elements are included in a hypothesis? a. **I think …** b. You are wrong because … c. **Because … (reason)** d. **I think this because … (observation/what did you already know)**

Assessment Map:		1	2	3	4	5
SEP	**Science and Engineering Practices**					
	Asking Questions/Defining Problems	x	x			
	Developing and Using Models			x		
	Planning and Carrying Out Investigations			x		
	Analyzing and Interpreting Data				x	
	Engaging in Argument from Evidence					x
	Science Standard					
	2.6A	x	x	x	x	x
RTC	**Recurring Themes and Concepts**					
	Cause and Effect					x
	Scale, Proportion, and Quantity		x		x	x
	Structure and Function	x		x	x	x
	Depth of Knowledge	1	2	n/a	2	3
Item Activity # *The activity associated with this item if needed for remediation or review.*		4	4	4	4	3

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Make an Impression

1.	What do you call the remains or traces of plants and animals that lived long ago? a. dead organisms (Incorrect: a dead organism is not remains or traces of plants and animals that lived long ago.) **b. fossils (Correct: remains or traces of plants and animals are called fossils.)** c. plants (Incorrect: a plant is not a trace of a plant and animal that lived long ago.) d. rocks (Incorrect: a rock is not a remain or trace of plants and animals that lived long ago.)
2.	How long does it take for a fossil to form? a. a month (Incorrect: a fossil requires more time than a month to form.) b. a year (Incorrect: a fossil requires more than a year to form.) **c. millions of years (Correct: a fossil requires millions of years to form.)** d. ten years (Incorrect: a fossil requires more than ten years to form.)
3.	The hard parts of a dead organism are replaced with _____ to form a fossil. a. sand (Incorrect: the hard parts of a dead organism are not replaced with sand to form a fossil.) b. dirt (Incorrect: the hard parts of a dead organism are not replaced with dirt to form a fossil.) c. water (Incorrect: the hard parts of a dead organism are not replaced with water to form a fossil.) **d. minerals (Correct: The hard parts of a dead organism are replaced with minerals to form a fossil.)**
4.	What is a fossil? **a. geological evidence of past living organisms and environments (Correct: A fossil is Geological evidence of past living organisms and environments.)** b. a fun toy to play with (Incorrect: a fossil is not a fun toy to play with.) c. evidence of the changing atmosphere over time (Incorrect: a fossil is not Evidence of the changing atmosphere over time.) d. remains of things that have not lived yet (Incorrect: a fossil is not the remains of things that have not lived yet.)
5.	How are fossils formed? **a. An organism dies and is quickly buried by sediment. (Correct: a fossil is formed when an organism dies and is quickly buried by sediment)** b. They are put into a mold. (Incorrect: a fossil is not formed by being put into a mold.) c. They are built using a model. (Incorrect: a fossil is not formed by building a model.) d. They are not formed. (Incorrect: a fossil is formed when an organism dies and is quickly buried by sediment.)
6.	What can scientists learn from fossils? a. nothing (Incorrect: a scientist can learn a lot from studying fossils.) b. what the weather was like years ago (Incorrect: a scientist does not learn what the weather was like years ago from a fossil.) **c. how organisms, Earth, and the environment have changed over time (Correct: a scientist learns how organisms, Earth, and the environment has changed over time by studying fossils.)** d. the evolution of an organism (Incorrect: a scientist can learn about the evolution of an organism by comparing fossils to one another.)

7.	How do fossils show that an environment has changed over time? **a. The amount of fossils changes. (Correct: fossils show that an environment has changed by studying changes in The amount of fossils present.)** **b. The types of fossils change. (Correct: fossils show that an environment has changed by studying how The types of fossils present change.)** c. The names of fossils change. (Incorrect: If The names of fossils change it does not show that an environment has changed over time.) d. They show the resources available today. (Incorrect: fossils do not show the resources available today)
8.	Which situation is likely to expose a fossil? Choose all that apply. **a. A canyon has had strong winds for many years. (Correct: A canyon that has had strong winds for many years may uncover a fossil because wind can move dust and dirt covering it.)** **b. A mountainside experiences a severely rainy season. (Correct: A mountainside experiences a severely rainy season, the rain can uncover the fossil.)** c. An area is flooded and stays flooded. (Incorrect: if An area is flooded and stays flooded the fossil will be covered by water.) **d. An archeological dig site carefully digs up the dirt and rock in an area (Correct: if an archeological dig site carefully digs up the dirt and rock in an area the fossil will be carefully excavated.)**
9.	What did you learn from the Fossil Formation Activity? **(Answers will vary.)**
10.	Which elements are included in a hypothesis? **a. I think ... (Correct: The elements in a hypothesis include: I think..., Because...(reason), and I think this because... (observation/what did you already know).)** b. You are wrong because ... (Incorrect: You are wrong because...is not included in the hypothesis.) **c. Because ... (reason) (Correct: The elements in a hypothesis include: I think..., Because...(reason), and I think this because... (observation/what did you already know).)** **d. I think this because ... (observation/what did you already know) (Correct: The elements in a hypothesis include: I think..., Because...(reason), and I think this because... (observation/what did you already know).)**

Assessment Map:		1	2	3	4	5
SEP	**Science and Engineering Practices**					
	Asking Questions/Defining Problems	x	x			
	Developing and Using Models			x		
	Planning and Carrying Out Investigations			x		
	Analyzing and Interpreting Data				x	
	Engaging in Argument from Evidence					x
	Science Standard					
	2.6A	x	x	x	x	x
RTC	**Recurring Themes and Concepts**					
	Cause and Effect					x
	Scale, Proportion, and Quantity		x		x	x
	Structure and Function	x		x	x	x
	Depth of Knowledge	1	2	n/a	2	3
Item Activity # *The activity associated with this item if needed for remediation or review.*		4	4	4	4	3

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

Update to Content Not Reviewed by SRP

This resource can be found online in Unit 8, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2014

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

Publisher's rationale for this change if different from overall rationale.
The current Unit Assessment and Answer Key lacks answer rationales.

Publisher's description of this change if different from overall description.
Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Engineering Design: The Fastest Car

1.	Study the race cars. Which car has the **most** mechanical energy? A. A B. B C. C **D. D** 
2.	What is the purpose of a prototype? a. to create design criteria **b. to test the design solution** c. to improve the design plan d. to define the design problem
3.	  True or **false**: Study the two wagons. **(False; both wagons weigh the same. The wagon on the left will have more mechanical energy at their top speeds.)**
4.	Which is an example of a criteria? **a. It must hold at least three tons.** b. The budget is 20 million dollars. c. The total build time is two months. d. Only local materials should be used.
5.	Open-ended: This child wears a seatbelt in the car.

What is the purpose of a seatbelt? Explain, using the vocabulary and concepts learned in this unit. **(Allow any reasonable answer that involves transferring mechanical energy, even if it is not completely accurate. Correct answer: A car has mechanical energy while it is moving. That energy is transferred to the child, which is how passengers are moved with vehicles. When the car stops, the seatbelt transfers the child's mechanical energy back into the car. The brakes bleed the mechanical energy of the car so that it slows down. This keeps the child safely in the seat.)**

6.

Labeling:
Steven drops a ball from different heights. Label each trial with its relative mechanical energy.

Labels: less mechanical energy (A); more mechanical energy (B)

7.

Identify the example of mechanical energy.

a.

b.

	c.  d. 
8.	Jocelyn wants to compare the mechanical energy of two cars. Which data should Jocelyn record? a. color b. height **c. speed** d. weather
9.	True or **false**: Designs are tested based on the constraints of the problem.
10.	Open-ended: Terrance worked hard to build a model bridge. The bridge cracked when it was tested in class. Terrance was very disappointed and embarrassed. Describe a healthy way Terrance could respond to this situation. **(Terrance should take notes of where and how the bridge failed. Those notes can be used to create a new/altered plan for a better bridge design. Terrance should cultivate a growth rather than a fixed mindset.)**

Assessment map:

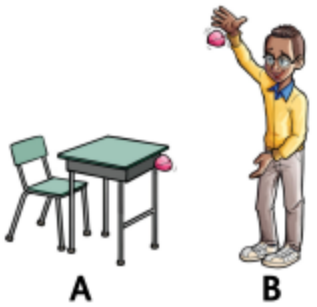
	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
1B: Plan and Conduct Investigations and Design Solutions		x		x	x			x	x	x
Science Standard										
3.8B Plan and conduct investigations that demonstrate how the speed of an object is related to its mechanical energy.	x		x		x	x	x	x		
Recurring Themes and Concepts										
5D: Systems and System Models	x	x	x		x	x		x		
Depth of Knowledge	2	1	2	2	3	2	1	1	1	2
Item Activity # *The activity associated with this item if needed for remediation or review.*	1	4	1	4	2	1	1	4	4	4

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Engineering Design: The Fastest Car

1.	Study the race cars. Which car has the **most** mechanical energy? A. A (incorrect; this car is the farthest behind; the inference is that it is the slowest, therefore has the least mechanical energy) B. B (incorrect; this car is equal with car C, but is not the lead car; the inference is that it has the same mechanical energy as car C, but not the most) C. C (incorrect; this car is equal with car B, but is not the lead car; the inference is that it has the same mechanical energy as car B, but not the most) **D. D (correct; this is the lead car; the inference is that it is the fastest, therefore has the most mechanical energy)** 
2.	What is the purpose of a prototype? a. to create design criteria (incorrect; criteria are given by the client) **b. to test the design solution (correct; tests are carried out on a prototype)** c. to improve the design plan (incorrect; data from testing is used to make improvements) d. to define the design problem (incorrect; this should take place before research or creating a plan)
3.	  True or **false**: Study the two wagons. **(false; if the wagons have the same weight, the wagon with more energy sources (the horses) will have a higher mechanical energy (be faster) at top speed)**
4.	Which is an example of a criteria? **a. It must hold at least three tons. (correct; this can be tested on a prototype)**

	b. The budget is 20 million dollars. (incorrect; this is not a testable variable) c. The total build time is two months. (incorrect; this is not a testable variable) d. Only local materials should be used. (incorrect; this is not a testable variable)
5.	Open-ended: This child wears a seatbelt in the car.  What is the purpose of a seatbelt? Explain, using the vocabulary and concepts learned in this unit. **(Allow any reasonable answer that involves transferring mechanical energy, even if it is not completely accurate. Correct answer: A car has mechanical energy while it is moving. That energy is transferred to the child, which is how passengers are moved with vehicles. When the car stops, the seatbelt transfers the child's mechanical energy back into the car. The brakes bleed the mechanical energy of the car so that it slows down. This keeps the child safely in the seat.)**
6.	 A B Labeling: Steven drops a ball from different heights. Label each trial with its relative mechanical energy. **Labels: less mechanical energy (A); more mechanical energy (B)** **(A has less mechanical energy because is is lower than B)**
7.	Identify the example of mechanical energy.

	a.  b.  c.  d. 
8.	Jocelyn wants to compare the mechanical energy of two cars. Which data should Jocelyn record? a. color b. height **c. speed** d. weather
9.	True or **false**: Designs are tested based on the constraints of the problem. **(false; criteria are the testable variables of a design problem)**
10.	Open-ended: Terrance worked hard to build a model bridge. The bridge cracked when it was tested in class. Terrance was very disappointed and embarrassed. Describe a healthy way Terrance could respond to this situation. **(Terrance should take notes of where and how the bridge failed. Those notes can be used to create a new/altered plan for a better bridge design. Terrance should cultivate a growth rather than a fixed mindset.)**

Assessment map:

	1	2	3	4	5	6	7	8	9	10
Science and Engineering Practices										
1B: Plan and Conduct Investigations and Design Solutions		x		x	x			x	x	x
Science Standard										
3.8B Plan and conduct investigations that demonstrate how the speed of an object is related to its mechanical energy.	x		x		x	x	x	x		
Recurring Themes and Concepts										
5D: Systems and System Models	x	x	x		x	x		x		
Depth of Knowledge	2	1	2	2	3	2	1	1	1	2
Item Activity # *The activity associated with this item if needed for remediation or review.*	1	4	1	4	2	1	1	4	4	4

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 1, Week 2, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2012&week_id=17421

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

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

The current Weekly Assessment Answer Key lacks answer rationales.

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

Replacing the current Unit Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Recurring Themes and Concepts

1.	Matching: Match each cause with its effect. a. Your alarm was unplugged. - **You are late to school.** b. You help a classmate. - **You make a new friend.** c. Your water bottle wasn't closed tightly. - **Your books get wet.** d. You never brush your teeth. - **You have lots of cavities.**
2.	Open response: Why do models help you understand how a system works? **(Answers will vary.)**
3.	A pattern is a _____ that helps you predict what comes next. a. question b. statement **c. repetition** d. test
4.	Which of the following is an example of a system? a. A pencil b. A dog bone c. A vase d. A globe of the earth
5.	Who observes system changes? a. Parents **b. Scientists and engineers** c. Actors d. Authors
6.	Your school works as a _____. **a. System** b. Process c. Family d. Procedure
7.	_____ is stuff that makes up the world. a. Energy b. The water cycle **c. Matter** d. Heat
8.	_____ is the power to move matter. a. Walking **b. Energy** c. The water cycle **d.** A particle

9.	What is the definition of quantity? a. The color of something **b. The amount of something** c. The size of something d. The definition of something
10.	What is scale? **a. The size of a model of a thing compared to the size of the thing itself** b. The size of a thing c. The color of a thing d. The weight of a thing

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Recurring Themes and Concepts

1.	Matching: Match each cause with its effect. a. Your alarm was unplugged. - **You are late to school.** b. You help a classmate. - **You make a new friend.** c. Your water bottle wasn't closed tightly. - **Your books get wet.** d. You never brush your teeth. - **You have lots of cavities.**
2.	Open response: Why do models help you understand how a system works? **(Answers will vary.)**
3.	A pattern is a _____ that helps you predict what comes next. a. Question (a pattern is a repetition that helps you predict what comes next.) b. Statement (a pattern is a repetition that helps you predict what comes next.) **c. Repetition (a pattern is a repetition that helps you predict what comes next.)** d. Test (a pattern is a repetition that helps you predict what comes next.)
4.	Which of the following is an example of a system? a. A pencil (a pencil is a writing instrument) b. A dog bone (a dog bone is a part of the skeletal system) c. A vase (a vase is an object.) **d. A globe of the earth (a globe of the earth is an example of a system.)**
5.	Who observes system changes? a. Parents (parents take care of their children) **b. Scientists and engineers (scientists and engineers observe system changes)** c. Actors (actors play a part in a play or movie) d. Authors (authors write books)
6.	Your school works as a _____. **a. System (your school works as a system)** b. Process (your school does not work as a process) c. Family (your school does not work as a family) d. Procedure (your school does not work as a procedure)
7.	_____ is stuff that makes up the world. a. Energy (Matter is stuff that makes up the world.) b. The water cycle (matter is stuff that makes up the world.) **c. Matter (Matter is stuff that makes up the world.)** d. Heat (matter is stuff that makes up the world.)

8.	_____ is the power to move matter. a. Walking (Walking is moving your legs to transport yourself.) **b. Energy (Energy is the power to move matter.)** c. The water cycle (The water cycle is the way water continuously moves) d. A particle (A particle is a tiny piece of something)
9.	What is the definition of quantity? a. The color of something (color is the color of something) **b. The amount of something (quantity is The amount of something)** c. The size of something (size is the size of something) d. The definition of something (a definition is the explanation of what something is)
10.	What is scale? **a. The size of a model of a thing compared to the size of the thing itself (The size of a model of a thing compared to the size of the thing itself)** b. The size of a thing (The size of a thing is not the scale because it lacks comparison) c. The color of a thing (The color of a thing is not the scale of it.) d. The weight of a thing (The weight of a thing is not the scale of it.)

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 1, Week 4, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2012&week_id=17421

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

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

The current Weekly Assessment Answer Key lacks answer rationales.

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

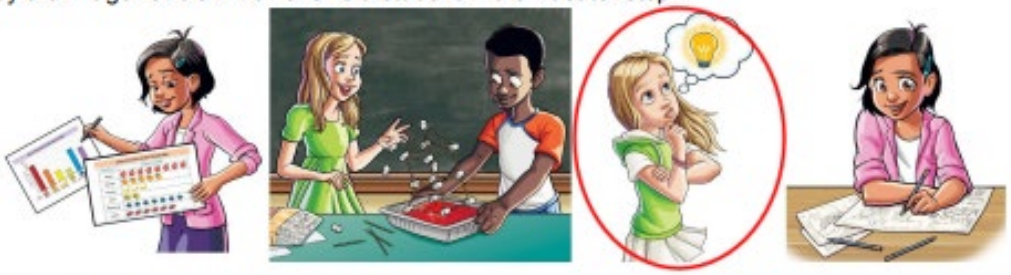
Replacing the current Weekly Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Engineering Design: What Do Engineers Do?

1.	Fill in the blank: Be **respectful** of the materials used to create a product. Distractors: disrespectful, suspicious, ignorant
2.	Open response: Why must an engineer be able to work on a team? **(Engineers do not work by themselves. It takes a whole team of people to design and build solutions to problems. Being able to work well on a team makes the project progress smoothly and lead to a successful result.)**
3.	What do engineers do? a. observe stars b. study the Earth **c. solve problems** d. run governments
4.	True or **false**: It is not okay to fail.
5.	Open response: Why is it important to improve your product? **(To improve your product means to make it better. You should always try to make your products better and strive for improvement.)**
6.	What is the engineering design process? a. a group of engineers b. a beautiful presentation c. a possible solution with valid data **d. a cycle of steps used to solve problems**
7.	Sort each item into "Criteria" or "Constraint": be able to hold 15 lbs; must transport objects from one place to another; easy for kids to use' only use recycled materials' finished within 3 months; only cost $15,000. a. **Criteria: be able to hold 15 lbs; must transport objects from one place to another; easy for kids to use** b. **Constraint: only use recycled materials, finished within 3 months, only cost $15,000**

8.	Study the image. Circle which shows a student in the "Ideate" step. 
9.	Restrictions that engineers have to follow are called _____ **a. constraints**
10.	Order the steps of the Engineering Design Process. 

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: Engineering Design: What Do Engineers Do?

1.	Fill in the blank: Be **respectful** of the materials used to create a product. Distractors: disrespectful, suspicious, ignorant (Respectful; correct; materials should be treated with care)
2.	Open response: Why must an engineer be able to work on a team? **(Engineers do not work by themselves. It takes a whole team of people to design and build solutions to problems. Being able to work well on a team makes the project progress smoothly and lead to a successful result.)**
3.	What do engineers do? a. observe stars (astronomers observe stars) b. study the Earth (geologists study the earth) **c. solve problems (engineers solve problems by designing solutions)** d. run governments (elected officials run governments)
4.	True or **false**: It is not okay to fail. (failures lead to new ideas and knowledge;failures lead to new ideas and knowledge)
5.	Open response: Why is it important to improve your product? **(To improve your product means to make it better. You should always try to make your products better and strive for improvement.)**
6.	What is the engineering design process? a. a group of engineers (a group of engineers is the team that follows the design process) b. a beautiful presentation (presentations may be included as part of the process but is not the process) c. a possible solution with valid data (While designing possible solutions with valid data is the outcome of the process, it does not describe the steps to follow through the process.) **d. a cycle of steps used to solve problems (the engineering design process is a cycle of steps used to solve problems)**

7.	Sort each item into "Criteria" or "Constraint": be able to hold 15 lbs; must transport objects from one place to another; easy for kids to use' only use recycled materials' finished within 3 months; only cost $15,000. a. **Criteria: be able to hold 15 lbs; must transport objects from one place to another; easy for kids to use** b. **Constraint: only use recycled materials, finished within 3 months, only cost $15,000 (constraints describe restrictions of an engineering project such as time, cost, or materials.)**
8.	Study the image. Circle which shows a student in the "Ideate" step. 
9.	Restrictions that engineers have to follow are called _____ a. **constraints (constraints are restrictions that engineers have to follow.)**
10.	Order the steps of the Engineering Design Process. 

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 1, Week 1, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2012&week_id=17420

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

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

The current Weekly Assessment Answer Key lacks answer rationales.

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

Replacing the current Weekly Assessment and Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

TEXAS SCIENCE **Unit Assessment Answer Keys**

Third Grade: You Can Be a Scientist! You Can Be an Engineer!

1.	Fill in the blank: Scientists _____ through scientific investigation. a. solve problems (Scientists answer questions through scientific investigation.) **b. answer questions (Scientists answer questions through scientific investigation.)** c. create phenomena (Scientists answer questions through scientific investigation.) d. collect evidence (Scientists answer questions through scientific investigation.)
2.	Open response: How are you like a scientist? **(Answers will vary. Students should explain ways they are like a scientist.)**
3.	Open response: How are you like an engineer? **(Answers will vary. Students should explain ways they are like an engineer.)**
4.	Labeling: How is a scientist different from an engineer? How are they similar? **1: makes discoveries** **2: observes phenomena** **3: creates technologies**
5.	True or false: Scientists need to support their ideas with evidence. **(True: Scientists need to support their ideas with evidence.)**
6.	What will keep the team safe? a. not listening (Not listening could result in injury.) b. running fast (Running fast could result in injury.) c. playing around (Playing around could result in injury or missed opportunity to conduct the work.) **d. following directions (Following directions will help your team stay safe.)**
7.	Open Response: Why is it okay to make mistakes? **(Answers will vary and may include answers like: because our brains grow when we make mistakes and keep going.)**
8.	Evidence is _____ that proves or disproves an idea. a. creative ideas (Evidence is information that proves or disproves an idea.) b. fiction (Evidence is information that proves or disproves an idea.) **c. information (Evidence is information that proves or disproves an idea.)** d. opinions (Evidence is information that proves or disproves an idea.)

9	Labeling: Label the tools in the following image. 
10.	Choose all that apply. Which are important mindsets for a scientist and engineer? a. **resilience (Resilience and precision are important mindsets for a scientist and engineer.)** b. **precision (Resilience and precision are important mindsets for a scientist and engineer.)** c. humor (Resilience and precision are important mindsets for a scientist and engineer.) d. courage (Resilience and precision are important mindsets for a scientist and engineer.)

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Unit Assessment Answer Keys

Third Grade: You Can Be a Scientist! You Can Be an Engineer!

1.	Fill in the blank: Scientists _____ through scientific investigation. a. solve problems (Incorrect: scientists answer questions through scientific investigation.) **b. answer questions (Correct: Scientists answer questions through scientific investigation.)** c. create phenomena (Incorrect: scientists answer questions through scientific investigation.) d. collect evidence (Incorrect: scientists answer questions through scientific investigation.)
2.	Open response: How are you like a scientist? **(Answers will vary. Students should explain ways they are like a scientist.)**
3.	Open response: How are you like an engineer? **(Answers will vary. Students should explain ways they are like an engineer.)**
4.	Labeling: How is a scientist different from an engineer? How are they similar? **1: makes discoveries** **2: observes phenomena** **3: creates technologies**
5.	True or false: Scientists need to support their ideas with evidence. **(True: Scientists need to support their ideas with evidence.)** **a. Correct: True: Scientists need to support their ideas with evidence.** b. Incorrect: False: Scientists need to support their ideas with evidence.
6.	What will keep the team safe? a. not listening (Incorrect: not listening could result in injury) b. running fast (Incorrect: running fast could result in injury) c. playing around (Incorrect: playing around could result in injury or missed opportunity to conduct the work.) **d. following directions (Correct: following directions will help your team stay safe.)**
7.	Open Response: Why is it okay to make mistakes? **(Answers will vary and may include answers like: because our brains grow when we make mistakes and keep going.)**
8.	Evidence is _____ that proves or disproves an idea. a. creative ideas (Incorrect: Evidence is information that proves or disproves an idea.) b. fiction (Incorrect: Evidence is information that proves or disproves an idea.) **c. information (Correct: Evidence is information that proves or disproves an idea.)** d. opinions (Incorrect: Evidence is information that proves or disproves an idea.)

9.	Labeling: Label the tools in the following image.  **Labels: gloves, safety glasses, thermometer**
10.	Choose all that apply. Which are important mindsets for a scientist and engineer? a. **resilience (Correct: Resilience and precision are important mindsets for a scientist and engineer.)** b. **precision (Correct: Resilience and precision are important mindsets for a scientist and engineer.)** c. humor (Incorrect: Resilience and precision are important mindsets for a scientist and engineer.) d. courage (Incorrect: Resilience and precision are important mindsets for a scientist and engineer.)

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

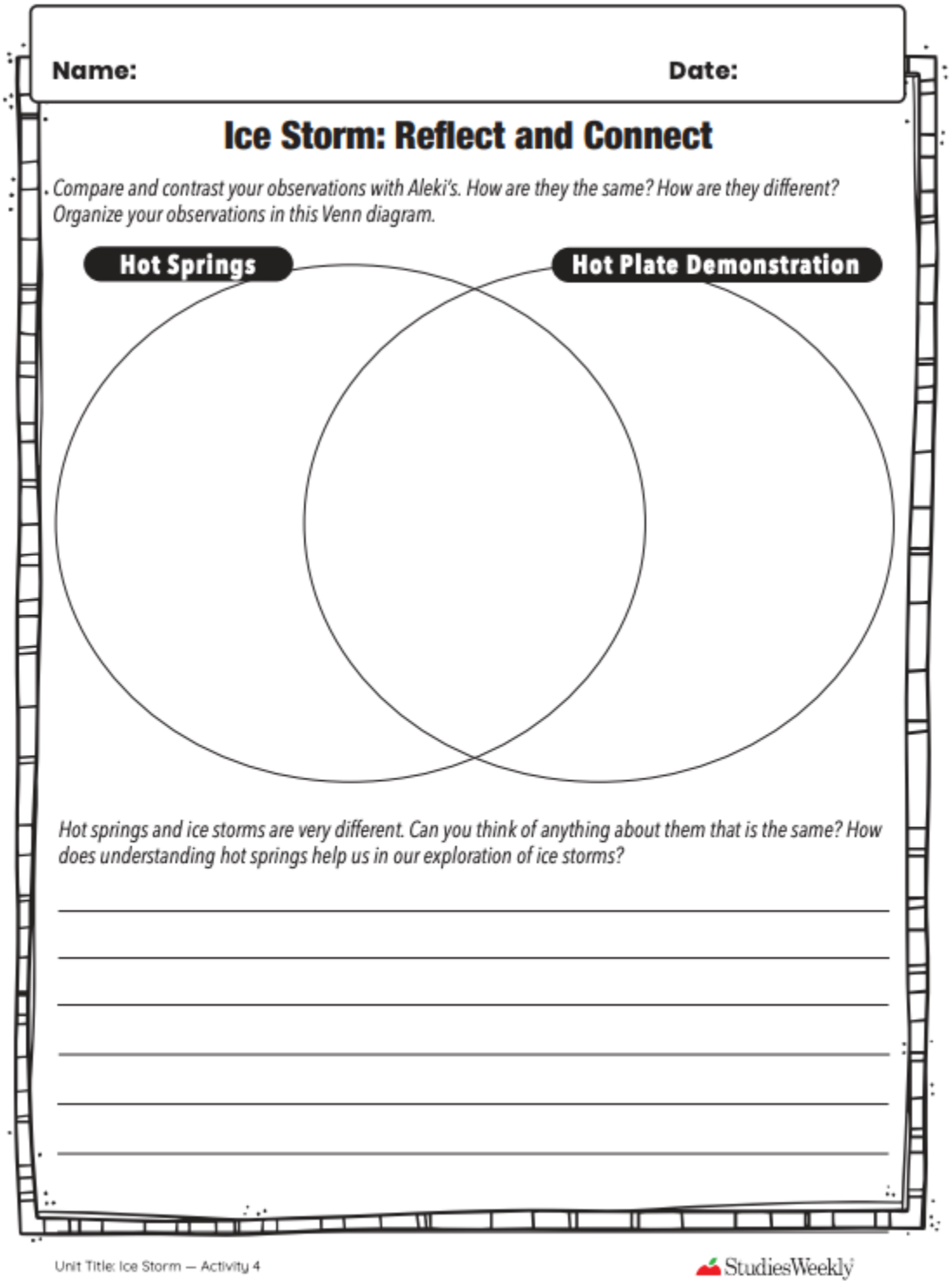
Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 3, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2030

Publisher's rationale for this change if different from overall rationale.
An Activity 4 printable is missing.

Publisher's description of this change if different from overall description.
Adding Ice Storm: Reflect and Connect printable to align with Activity 4 of the Unit

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content



Name: Date:

Ice Storm: Reflect and Connect

Compare and contrast your observations with Aleki's. How are they the same? How are they different? Organize your observations in this Venn diagram.

Hot Springs **Hot Plate Demonstration**

Hot springs and ice storms are very different. Can you think of anything about them that is the same? How does understanding hot springs help us in our exploration of ice storms?

Unit Title: Ice Storm — Activity 4

StudiesWeekly

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

Update to Content Not Reviewed by SRP

N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 3, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2030

Publisher's rationale for this change if different from overall rationale.
An Extension Activity printable is missing.

Publisher's description of this change if different from overall description.
Adding What is Matter? printable to align with the Optional: Extension Activity of the Unit

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content

TEXAS SCIENCE
Studies Weekly
ICE STORM

What Is Matter?

Matter is all around you. It is anything with volume and mass. Volume is a measurement of how much space something takes up, and mass is the amount of matter in an object. We use ounces and pounds to measure mass. Everything around you is matter. Your paper, pencil, chair, and even your hand are all matter. All matter has physical properties. These are things like color, texture, size, or hardness. A basketball is made of matter. A basketball has a rough texture. It is usually brown or orange. It is about nine inches across, and it weighs 22 ounces. There are smooth lines on the basketball. These are all physical properties of a basketball.

1. What is volume?

a. how much energy something has
b. how much pressure something has
c. how much space something takes up
d. how much matter something contains

2. What is mass?

a. how much energy something has
b. how much pressure something has
c. how much space something takes up
d. how much matter something contains

3. Which is NOT a physical property?

a. acidity
b. color
c. size
d. texture

StudiesWeekly

TEXAS SCIENCE
Studies Weekly
ICE STORM

What Is Matter? Answer Key

Matter is all around you. It is anything with volume and mass. Volume is a measurement of how much space something takes up, and mass is the amount of matter in an object. We use ounces and pounds to measure mass. Everything around you is matter. Your paper, pencil, chair, and even your hand are all matter. All matter has physical properties. These are things like color, texture, size, or hardness. A basketball is made of matter. A basketball has a rough texture. It is usually brown or orange. It is about nine inches across, and it weighs 22 ounces. There are smooth lines on the basketball. These are all physical properties of a basketball.

1. What is volume?

a. how much energy something has
b. how much pressure something has
c. how much space something takes up
d. how much matter something contains

2. What is mass?

a. how much energy something has
b. how much pressure something has
c. how much space something takes up
d. how much matter something contains

3. Which is NOT a physical property?

a. acidity
b. color
c. size
d. texture

StudiesWeekly

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

Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 11, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2021

Publisher's rationale for this change if different from overall rationale.
A Prior Knowledge article is missing.

Publisher's description of this change if different from overall description.
Adding Soil Formation Student Prior Knowledge article printable to align with the Optional: Prior Knowledge

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content

Name: **Date:**

Student Prior Knowledge

Wind and water are constantly moving. When wind and water move, they make other things move, too. Wind and water can move particles of soil and rock particles. Particles are tiny pieces. Wind and water move the particles across Earth's surface.

Soil is the top layer of Earth's surface. Soil is made up of minerals, rock pieces, and plant and animal remains. There are different types of soil, like sandy soil or clay. When the wind blows, it picks up dry particles of soil. The wind carries the soil particles across Earth's surface. Moving soil can create things on Earth. For example, wind can blow sand into dunes, or hills, on a beach or desert. Something else can move soil across Earth's surface, too. What do you think it is? Water! Rain, streams, and oceans are examples of water on Earth. When water flows, it carries soil with it. Picture a stream flowing through the woods. As the water moves, soil particles get carried from one place on Earth to another.

Image courtesy of Getty Images

Wind and water move other particles on Earth, too. They move rock particles. Rock particles are pieces of rock. The wind blows and picks up rock particles and carries them across the Earth's surface. Water can move rock particles, too. Rivers have rocks in them. As a river flows, it carries rock pieces with it. Water can bring the rock pieces far across Earth's surface. As you can see, wind and water are always moving particles on Earth!

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

N/A - new resource

Update to Content Not Reviewed by SRP

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

This resource will be found online in Unit 14, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2018

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

A Scenario Cards printable is missing.

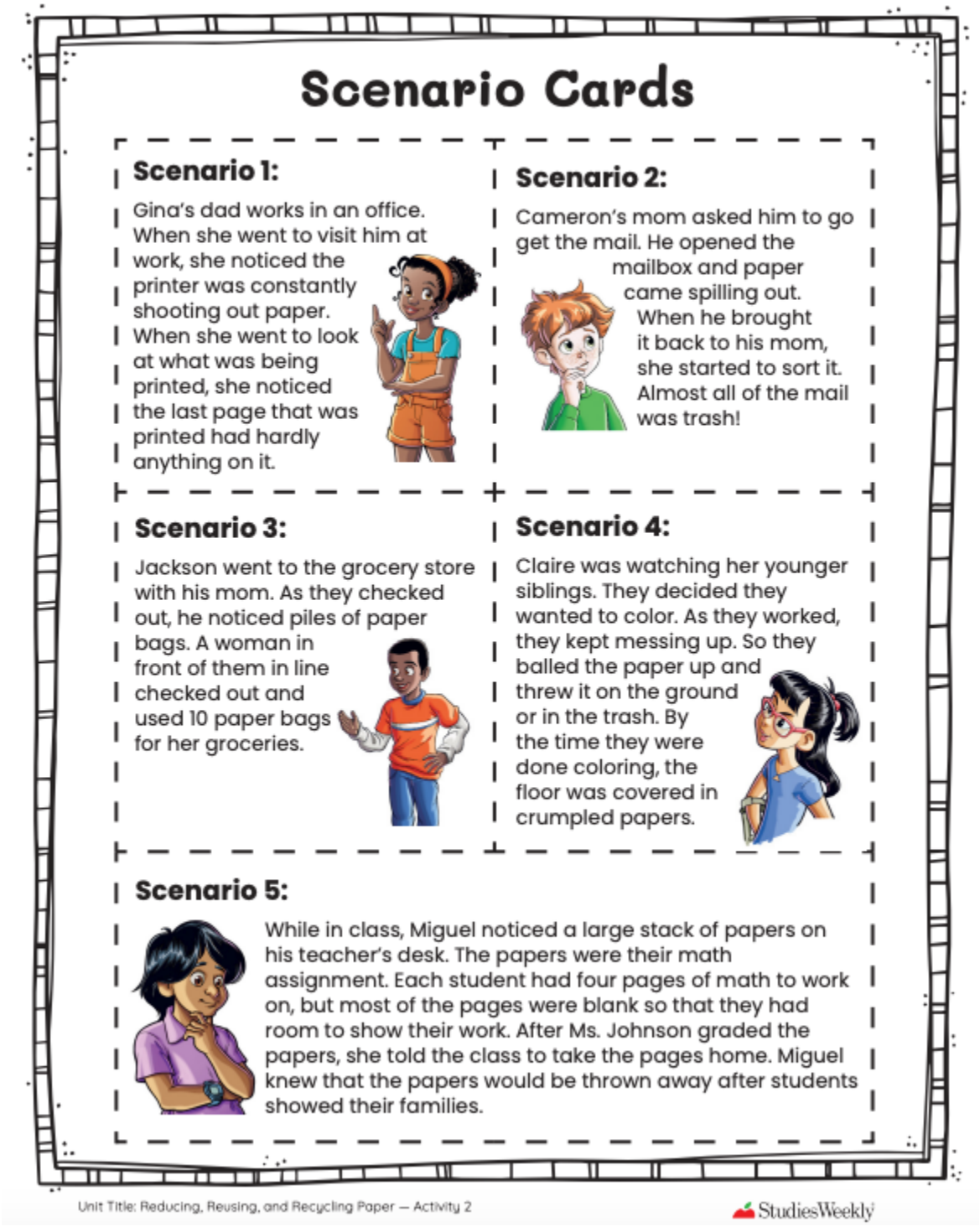
Publisher's description of this change if different from overall description.

Adding the Scenario Cards to support Activity 2

Screenshot of Currently Adopted Content

N/A

Screenshot of Proposed Updated Content



Scenario Cards

Scenario 1:

Gina's dad works in an office. When she went to visit him at work, she noticed the printer was constantly shooting out paper. When she went to look at what was being printed, she noticed the last page that was printed had hardly anything on it.

Scenario 2:

Cameron's mom asked him to go get the mail. He opened the mailbox and paper came spilling out. When he brought it back to his mom, she started to sort it. Almost all of the mail was trash!

Scenario 3:

Jackson went to the grocery store with his mom. As they checked out, he noticed piles of paper bags. A woman in front of them in line checked out and used 10 paper bags for her groceries.

Scenario 4:

Claire was watching her younger siblings. They decided they wanted to color. As they worked, they kept messing up. So they balled the paper up and threw it on the ground or in the trash. By the time they were done coloring, the floor was covered in crumpled papers.

Scenario 5:

While in class, Miguel noticed a large stack of papers on his teacher's desk. The papers were their math assignment. Each student had four pages of math to work on, but most of the pages were blank so that they had room to show their work. After Ms. Johnson graded the papers, she told the class to take the pages home. Miguel knew that the papers would be thrown away after students showed their families.

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

Update to Content Not Reviewed by SRP

N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 16, Teacher Resources
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2026

Publisher's rationale for this change if different from overall rationale.
The Unit Answer Key is missing.

Publisher's description of this change if different from overall description.
Adding the Unit Answer Key which provides teacher support for the Student Edition and Formative Assessment answers

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content
This resource is over 5 pages, follow the link to view the full resource:

https://cdn.studiesweekly.com/online/resources/printables/13550/TX-03-SN%20The%20Texas%20Bluebonnet%20Answer%20Key_a11yS.pdf

TEXAS SCIENCE Answer Keys

Third Grade: The Texas Bluebonnet

Activity 1	Phenomenon Introduction
Student Edition Answers	Write the guiding question. My Question: **Why are there fewer Texas bluebonnets in the field this year?** Create a hypothesis from the question you wrote. My hypothesis: I think ___ because___. I think this because ___. **Answers may vary. Example: Incorrect answer: I think there are fewer Texas bluebonnets in the field this year because someone planted fewer flowers. I think this because my mom has to plant all the flowers at our house each year.** **Incorrect answer: I think there are fewer Texas bluebonnets in the field this year because there was more snow in the winter. I think this because plants don't like cold weather.** **Partially correct answer: I think there are fewer Texas bluebonnets in the field this year because there were not very many bees in the field.** **Correct answer: I think there are fewer Texas bluebonnets because the bees didn't pollinate the plants last year. I think this because I know bees need to pollinate flowers for them to form seeds.**
Formative Assessment: Self-Assessment	Have students grade themselves by using the Questioning Rubric to check for understanding and proficiency of the success criteria.
	Feedback: Pair with a Peer If students struggled to complete the formative assessment at proficiency level, ask them to problem-solve with a peer who showed mastery and compare their responses. Encourage the students to assess the value of the feedback and whether or not they will incorporate it.

Activity 2	What Is Energy?

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

content.
N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 16, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2026

Publisher's rationale for this change if different from overall rationale.
The Question Starters printable is missing.

Publisher's description of this change if different from overall description.
Adding the Question Starters printable to support differentiation for Activity 1

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content


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

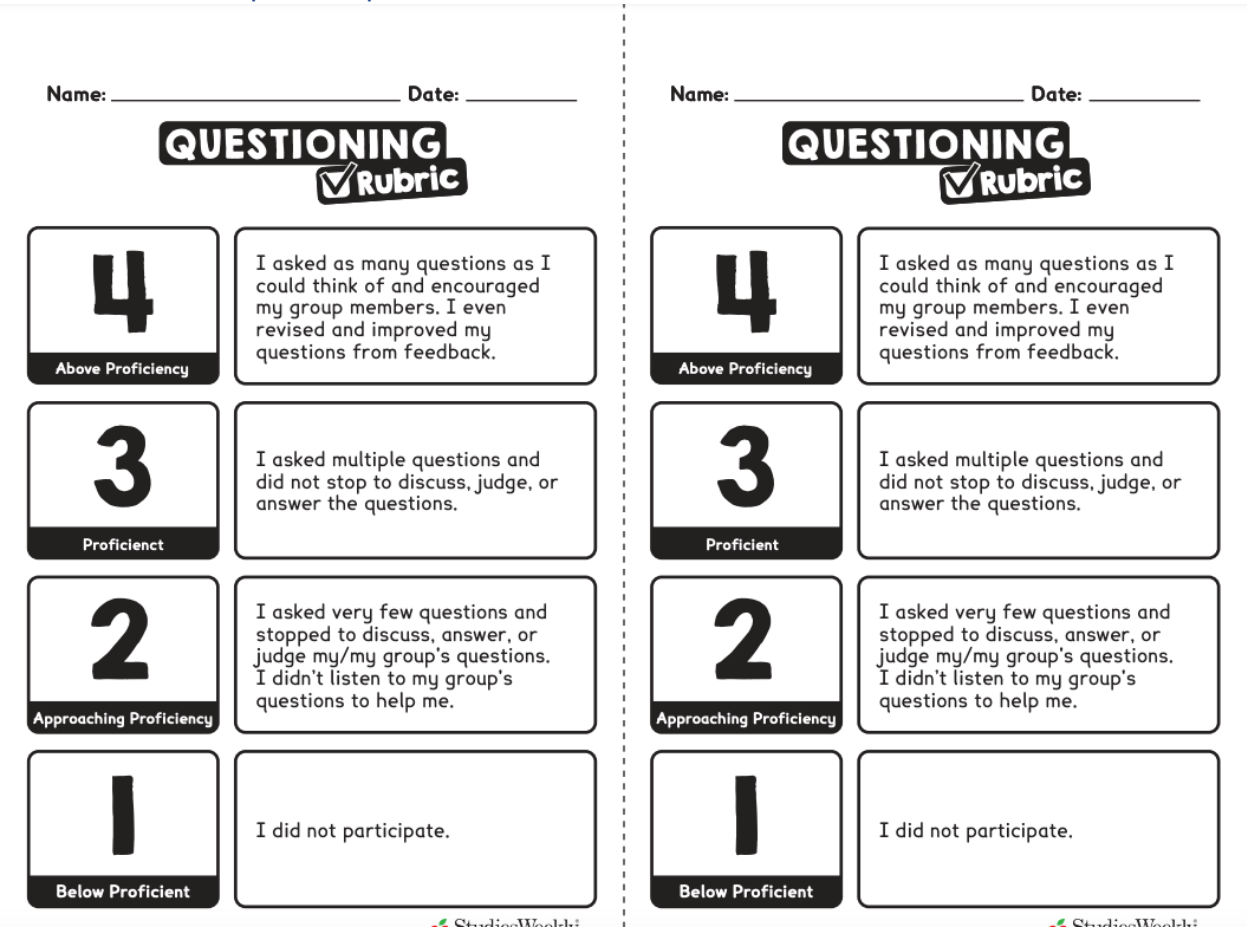
Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 16, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2026

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

Publisher's description of this change if different from overall description.
Adding the Questioning Rubric printable to support Activity 1

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content



Name: _____ Date: _____

QUESTIONING Rubric

4 Above Proficiency	I asked as many questions as I could think of and encouraged my group members. I even revised and improved my questions from feedback.
3 Proficienct	I asked multiple questions and did not stop to discuss, judge, or answer the questions.
2 Approaching Proficiency	I asked very few questions and stopped to discuss, answer, or judge my/my group's questions. I didn't listen to my group's questions to help me.
1 Below Proficient	I did not participate.

Name: _____ Date: _____

QUESTIONING Rubric

4 Above Proficiency	I asked as many questions as I could think of and encouraged my group members. I even revised and improved my questions from feedback.
3 Proficient	I asked multiple questions and did not stop to discuss, judge, or answer the questions.
2 Approaching Proficiency	I asked very few questions and stopped to discuss, answer, or judge my/my group's questions. I didn't listen to my group's questions to help me.
1 Below Proficient	I did not participate.

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

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 21, Week 30, Teacher Resources, Student Support Resources
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2011&week_id=17417

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

Publisher's description of this change if different from overall description.
Adding the Energy video to support Activity 3, Optional material

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content
This is a video so the content is the media provided.
https://cdn.studiesweekly.com/online/resources/pod_media/WKI_S01_SPH_AA_LincolnHoppe_WK03_Sep132016_360p.mp4?26fc4

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

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 19, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2029

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

Publisher's description of this change if different from overall description.
Adding the Flying Ducks printable to support Activity 4. l

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content

TEXAS SCIENCE
Studies Weekly
DIVING, FLYING, WADDLING: DUCKS

Third Grade: Activity 4: Flying Ducks

Duck Flight Discussion Guide

As you discuss these questions, remember:

1. Both partners need to give an answer to each question.
2. Take turns responding first.
3. Listen to your partner and show you heard them by:
   a. asking a follow-up question
   b. saying whether you agree or disagree
   c. commenting on what they shared

Possible Questions:

1. Why do ducks need to fly?
2. How would you describe duck wings?
3. How do duck feathers help them fly?
4. What did you find most interesting?

Discussion Rubric

1	I did not answer the questions we needed to discuss.	I did not listen to my partner.	I did not respond to my partner.
2	I answered the questions we needed to discuss.	I listened to my partner attentively.	I gave my partner responses that made sense.
3	I answered all the questions and thought of other related questions to discuss.	I listened to my partner and showed I was listening with my body language: eye contact and nodding head.	I responded to my partner's ideas with comments and other questions.

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

N/A - new resource

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 6, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2013

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

Publisher's description of this change if different from overall description.
Adding the Claims, Evidence, Reasoning Rubric printable to Activity 5.

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content

Name: **Date:**

Claim, Evidence, Reasoning Rubric

	Writing Conventions	Claim	Evidence	Reasoning
1	Does not use complete sentences or consistent capitalization and has spelling errors.	Does not make a claim.	Does not present any supporting evidence.	There is no reasoning, OR reasoning appears unrelated to the evidence.
2	Uses complete sentences, multiple capitalization, and spelling errors.	Makes a claim that does not address or only partially addresses the guiding question.	Presents one piece of supporting evidence.	Reasoning uses little evidence and/or is hard to understand.
3	Uses complete sentences, few or no capitalizations, and spelling errors.	Makes a claim that addresses the guiding question.	Presents two or three pieces of supporting evidence.	Clearly links available evidence to the claim.
4	Uses complete sentences, correct capitalization, and correct spelling. Includes transition words and quality word choices.	Makes a claim that answers the guiding question using appropriate science vocabulary correctly.	Presents supporting evidence from articles, activities, and personal experiences out of the classroom.	Clearly explains how each piece of evidence addresses all or part of the claim. Uses evidence outside of what was presented in class.

StudiesWeekly

Update to Content Not Reviewed by SRP

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

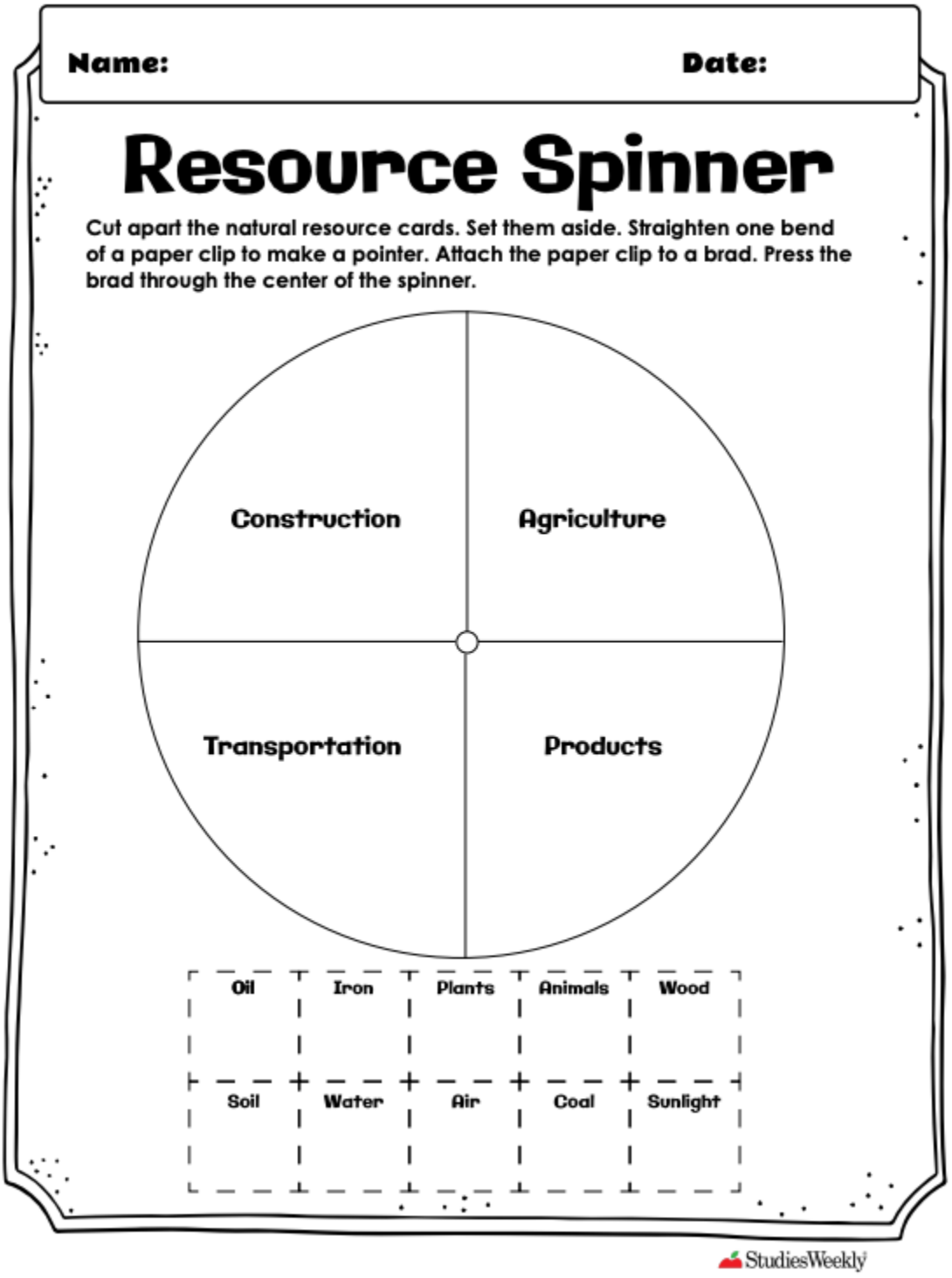
Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 13, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2027

Publisher's rationale for this change if different from overall rationale.
Adding missing a printable page.

Publisher's description of this change if different from overall description.
Adding the Resource Spinner to the Natural Resources Performance Task assessment.

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content



Update to Content Not Reviewed by SRP

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

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 14, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2018

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

Publisher's description of this change if different from overall description.
Adding the Engineering Design: Reducing, Reusing, and Recycling Paper: Extension Activity printable.

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content
Because of the large file size, a link is provided to see the entire resource.

https://cdn.studiesweekly.com/online/resources/printables/13591/TX-03-SN%20Unit%2014%20Extension%20ActivitiesS%20copy.pdf

TEXAS SCIENCE Extension Activities

Third Grade: Engineering Design: Reducing, Reusing, and Recycling Paper

	Lesson Time	5E
Human Impact on the Environment	45 minutes	Explain

Lesson Guide/Plan:

1. Tell the students that today, they will be learning about some negative impacts humans have had on the environment.
2. Read the articles "Deforestation," "Wetland Draining," "Plastic Pollution," and "Pollution." In each article, have students identify a cause and effect. Have students share the causes and effects they found. Write these on the board as students share, using an arrow to indicate a cause leading to an effect (e.g., Trees are cut down. → Forest animals lose their homes.).
3. Using a different colored marker, add a second arrow after the cause and effect. This will be your "solution" area. Students will brainstorm solutions to the problems or how the effect can be lessened (e.g., Trees are cut down. → Forest animals lose their homes. → Stop cutting down trees.).

Deforestation	**Lexile® measure**	800L
	Word Count	101
Half of all the Earth's plants and animals live in rainforests. All forests contain 80 percent of all the Earth's species. That is a lot of plants, animals, and humans that depend on forests! However, forests are being destroyed very quickly. When forests are destroyed, the process is called deforestation. This happens when trees are cut down in huge amounts. The World Wildlife Fund estimates that millions of acres of forests are destroyed every year. At times, as many as 30 soccer fields' worth of forest are being destroyed every minute! What happens to forest animals when their habitat is destroyed?		

Wetland Draining	**Lexile® measure**	590L
	Word Count	82
A wetland is an area of land covered in water. Marshes and swamps are wetlands. Many plants and animals live in wetlands. They depend on the water to survive. However, many wetlands have been drained. This means the water has been taken out. Humans do this so they can use the water or land. When humans want to use the land, they get rid of the water. What happens to wetland plants and animals when the water is drained from their habitat.		

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

N/A - new resource

Update to Content Not Reviewed by SRP

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

This resource will be found online in Unit 11, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2021

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

A printable is missing.

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

Adding the Investigating Decomposition Teacher Instruction printable to support Activity 4.

Screenshot of Currently Adopted Content

N/A

Screenshot of Proposed Updated Content

TEXAS SCIENCE — Teacher Instructions

Third Grade: Soil Formation

Investigating Decomposition			
Activity Duration	**Activity Difficulty**	**Preparation Time**	**Preparation Effort**
30 minutes	Medium	Medium	Medium

Materials:

- 6 wide-mouth glass jars
- soil
- dead or fallen leaves or grass clippings
- newspaper torn into small pieces.
- kitchen scraps: fruit and vegetable peels, cores, etc.
- 6 cups of water
- 6 permanent markers

Teacher Note: *This activity will be done in 30 minutes, but you will check back with students bi-weekly for 12 weeks.*

Lesson Guide

Collaborative Learning

1. Explain to students that today they will learn how decomposing plants become soil by creating a compost jar.
2. Model for students how to create a compost jar.
   a. Put in a handful of soil.
   b. Then put in some newspaper.
   c. Then put in some kitchen scraps.
   d. Then put in some dead leaves and grass clippings.
3. Instruct students to repeat this order of layering until the jar is mostly full.
4. Have students work with their groups to put the layers into their jars.
5. When all groups are finished, pour one cup of water into each jar.
6. Label each jar with the group names.
7. Draw a line where the soil is filled to so that students can see the progress clearly.
8. Poke holes into the top of each lid.
9. Set the jars on a sunny windowsill.
10. **Ask:** How do you think the compost will change? **(Answers will vary. Example: The compost will get moldy because of the food.)**
11. Explain to students that every two weeks, you will check back and draw a new line to show the top of the soil.

Independent Work

1. Give each student the Animal Decomposition Investigation printable.
2. Have students read the scenario and explain what happened to the squirrel.

Name: **Date:**

Investigating Decomposition

Investigate the following scenario to determine what happened.

On a warm summer day Gina was hiking. As she hiked, she was sad to see that a squirrel had died. The squirrel was just off the trail, underneath a pine tree. Her parents told her that she couldn't touch it. Three months after that she hiked the trail again. That time, she noticed the squirrel looked a lot different and it smelled gross. She noticed some bugs on it too. She went again two months later and the squirrel was bones and fur. The winter hit and she didn't go hiking for a few months. Finally spring came! It was a beautiful spring morning to be hiking. Gina looked for the squirrel, but it was completely gone. She noticed new plants were starting to grow where the squirrel had been.

Using what you know about decomposers and the soil, explain what happened to the squirrel and its surroundings.

Name: **Date:**

Investigating Decomposition Answer Key

Investigate the following scenario to determine what happened.

On a warm summer day Gina was hiking. As she hiked, she was sad to see that a squirrel had died. The squirrel was just off the trail, underneath a pine tree. Her parents told her that she couldn't touch it. Three months after that she hiked the trail again. That time, she noticed the squirrel looked a lot different and it smelled gross. She noticed some bugs on it too. She went again two months later and the squirrel was bones and fur. The winter hit and she didn't go hiking for a few months. Finally spring came! It was a beautiful spring morning to be hiking. Gina looked for the squirrel, but it was completely gone. She noticed new plants were starting to grow where the squirrel had been.

Using what you know about decomposers and the soil, explain what happened to the squirrel and its surroundings.

The squirrel began to decompose after it died. The bad smell and the bugs were evidence that decomposers had begun to break down the organism. Each time Gina saw the squirrel, there was less of the squirrel to see. The sprouting plants are evidence that the soil was enriched by the decomposing matter.

Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 1, Week 3, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2012&week_id=17422

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

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

The current Weekly Assessment Answer Key lacks answer rationales.

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

Replacing the current Weekly Assessment and Answer Key files with a single updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

Third Grade: What Do Scientists Do?

1.	Fill in the blank: Engineers _____ through the engineering design process. **a. solve problems** b. answer questions c. create phenomena d. cause problems
2.	Fill in the blank: Scientists _____ through scientific investigation. a. solve problems **b. answer questions** c. create phenomena d. cause problems
3.	How are you like a scientist? **(Answers will vary.)**
4.	According to the text, what do scientists do? a. invent things b. work in a lab c. look at the world **d. make observations**
5.	What should happen when teammates disagree? **a. Use evidence and talk respectfully.** b. Use evidence and argue loudly. c. Use evidence to ignore each other. d. Use evidence to leave the team.
6.	Evidence is _____ that proves or disproves an idea. a. creative ideas b. fiction **c. information** d. opinions
7.	What kind of graph would you use to show data about how much money you earned each week? a. bar graph **b. line graph**

Week 3: What Do Scientists Do? — Third Grade

StudiesWeekly

	c. pictograph d. pie graph
8.	Fill in the blank: Rulers are used to measure _____. (**length**; temperature; weight)
9.	Scientists use _____ to decide what the information means. a. analyze b. graph c. interpretations **d. observations**
10.	Why do engineers communicate their work? **(to share solutions and products with others; to explain how a product works and the data collected from testing the product)**

Screenshot of Proposed Updated Content

Third Grade: What Do Scientists Do?

1.	Fill in the blank: Engineers _____ through the engineering design process. **a. solve problems (Engineers solve problems through the engineering design process.)** b. answer questions (Engineers solve problems through the engineering design process.) c. create phenomena (Engineers solve problems through the engineering design process.) d. cause problems (Engineers solve problems through the engineering design process.)
2.	Fill in the blank: Scientists _____ through scientific investigation. a. solve problems (Scientists answer questions through scientific investigation.solve problems) **b. answer questions (Scientists answer questions through scientific investigation.)** c. create phenomena (Scientists answer questions through scientific investigation.solve problems) d. cause problems (Scientists answer questions through scientific investigation.solve problems)
3.	How are you like a scientist? **(Answers will vary.)**
4.	According to the text, what do scientists do? a. invent things (Scientists make observations.) b. work in a lab (Scientists make observations.) c. look at the world (Scientists make observations.) **d. make observations (Scientists make observations.)**
5.	What should happen when teammates disagree? **a. Use evidence and talk respectfully. (using evidence and talking respectfully will help teammates continue working together successfully.)**

	b. Use evidence and argue loudly. (arguing loudly will not promote collaboration.) c. Use evidence to ignore each other. (ignoring one another will not promote collaboration.) d. Use evidence to leave the team. (leaving the team is not being a good teammate.)
6.	Evidence is _____ that proves or disproves an idea. a. creative ideas (evidence is information that proves or disproves an idea.) b. Fiction (evidence is information that proves or disproves an idea.) **c. information (evidence is information that proves or disproves an idea.)** d. opinions (evidence is information that proves or disproves an idea.)
7.	What kind of graph would you use to show data about how much money you earned each week? a. bar graph (a line graph is best to show data about how much money you earned each week.) **b. line graph (a line graph is best to show data about how much money you earned each week.)** c. Pictograph (a line graph is best to show data about how much money you earned each week.) d. pie graph (a line graph is best to show data about how much money you earned each week.)
8.	Fill in the blank: Rulers are used to measure **length**. (**length (rulers are used to measure length.)**; temperature (thermometers are used to measure temperature.); weight (scales are used to measure weight.))
9.	Scientists use _____ to decide what the information means. a. Analyze (Scientists use observations to decide what the information means.) b. Graph (Scientists use observations to decide what the information means.) c. Interpretations (Scientists use observations to decide what the information means.) **d. Observations (Scientists use observations to decide what the information means.)**
10.	Why do engineers communicate their work? **(Answers should discuss ideas related: to share solutions and products with others; to explain how a product works and the data collected from testing the product.)**

Name _____ Date _____

Texas Science Studies Weekly: Third Grade

What Do Scientists Do?

Unit Assessment

1. Fill in the blank: Engineers _____ through the engineering design process.
    A. solve problems
    B. answer questions
    C. create phenomena
    D. cause problems

2. Fill in the blank: Scientists _____ through scientific investigation.
    A. solve problems
    B. answer questions
    C. create phenomena
    D. cause problems

3. How are you like a scientist?

4. According to the text, what do scientists do?
    A. invent things
    B. work in a lab
    C. look at the world
    D. make observations

5. What should happen when teammates disagree?
    A. Use evidence and talk respectfully.
    B. Use evidence and argue loudly.
    C. Use evidence to ignore each other.
    D. Use evidence to leave the team.

6. Evidence is _____ that proves or disproves an idea.
    A. creative ideas
    B. fiction
    C. information
    D. opinions

7. What kind of graph would you use to show data about how much money you earned each week?
    A. bar graph
    B. line graph
    C. pictograph
    D. pie graph

8. Fill in the blank: Rulers are used to measure _____.

   length

   temperature

   weight

9. Scientists use _____ to decide what the information means.

   A. analyze

   B. graph

   C. interpretations

   D. observations

10. Why do engineers communicate their work?

Description of the specific location and hyperlink to the exact location of the currently adopted content.
This resource can be found online in Unit 10, Teacher Resources, Assessments
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2015

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

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

The current Unit Assessment Answer Key lacks answer rationales.

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

Replacing the current Unit Assessment Answer Key with an updated version which includes correct answer rationales.

Screenshot of Currently Adopted Content

For the full document, please refer to:
https://cdn.studiesweekly.com/online/resources/printables/12206/Compare%20Day-to-Day%20Weather-%20Unit%20Assessment%20Answer%20Key.pdf

Unit Assessment Answer Keys

Third Grade: Compare Day-to-Day Weather

1.

Use the table to answer the following question.

Day	Temperature
Monday	60°F
Tuesday	57°F
Wednesday	58°F
Thursday	
Friday	61°F

What is the most likely missing temperature?

a. **56°F**
b. 22°F
c. 75°F
d. 80°F

2.

Seattle, Washington: March

Temperature	Precipitation
49°F	rain
46°F	rain
51°F	rain
50°F	rain

New York City, New York: March

Temperature	Precipitation
51°F	sunny
47°F	sunny
49°F	snow
50°F	sunny

What difference do you notice between the weather in these locations?

a. The temperature is hotter in Seattle than in New York City.
b. **There is more precipitation in Seattle than in New York City.**
c. The temperature is colder in Seattle than in New York City.
d. There is less precipitation in Seattle than in New York City.

Screenshot of Proposed Updated Content

For the full document, please refer to:
https://cdn.studiesweekly.com/online/resources/printables/13928/_TX-Compare%20Day-to-Day%20Weather%20Unit%2010.pdf

TEXAS SCIENCE

Unit Assessment Answer Keys

Third Grade: Compare Day-to-Day Weather

1.

Use the table to answer the following question.

Day	Temperature
Monday	60°F
Tuesday	57°F
Wednesday	58°F
Thursday	
Friday	61°F

What is the most likely missing temperature?

a. **56°F (the table shows temperatures all between 57-61 degrees. 56 degrees is close to these numbers and fits the pattern.)**
b. 22°F (the table shows temperatures all between 57-61 degrees. This choice falls outside of this pattern.)
c. 75°F (the table shows temperatures all between 57-61 degrees. This choice falls outside of this pattern.)
d. 80°F

2.

Seattle, Washington: March

Temperature	Precipitation
49°F	rain
46°F	rain
51°F	rain
50°F	rain

New York City, New York: March

Temperature	Precipitation
51°F	sunny
47°F	sunny
49°F	snow
50°F	sunny

What difference do you notice between the weather in these locations?

a. The temperature is hotter in Seattle than in New York City. (the table shows the temperature in Seattle is similar to the temperature in New York City)
b. **There is more precipitation in Seattle than in New York City. (the table shows that rain falls more often in Seattle than in New York City.)**
c. The temperature is colder in Seattle than in New York City. (the table show the temperature in Seattle is similar to the temperature in New York City)
d. There is less precipitation in Seattle than in New York City. (the table shows that Seattle has more precipitation than New York City)

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

N/A - new resource

Update to Content Not Reviewed by SRP

Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online at Publication level for the grade.
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources

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

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

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

The materials lists consist of:

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

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

Comprehensive Materials List

TEXAS SCIENCE **Materials List**

Texas Third Grade

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

Unit 1 Week 1	• box coverings (e.g., lid, sheet)* • boxes* • cell phone* • computer* • lamp*	• pencil* • plastic building blocks (six colors) • plastic cups • whiteboard marker*
Unit 1 Week 2	• glue sticks* • map or globe*	• scissors*
Unit 1 Week 3	• toy cars	
Unit 1 Week 4	• anchor chart paper* • buttons • cardboard/cereal boxes* • cardstock • craft sticks • egg cartons* • glue sticks* • manila folders • milk cartons*	• plastic building blocks • plastic recyclables* • resealable plastic bags • ribbon • scissors* • tape • water bottles* • yarn
Unit 2 Week 5	• aluminum cans* • colored pencils* • crayons* • digital thermometers • digital scales • heat lamps • key rings	• magnets • markers* • pieces of sea glass • plastic bins • plastic items* • sand dollars • seashells
Unit 3 Week 6-7	• bowl or plate • butter, stick* • clear beakers • clear containers, heat-safe • clear cups • dry ice* • freezer* • highlighters (red, blue, and yellow)* • hot plates • ice*	• ice cream* • lids • marbles • resealable plastic bags, large • resealable plastic bags, small • salt • thermometers • tongs • water* • water bottle*

Update to Content Not Reviewed by SRP

Unit 4 Week 8	• clay • gravel • highlighters* • ice cube trays • mixing bowls • mixing spoons • table tennis ball	• play clay • salt dough • sand • seashell pieces • sticky notes • tile grout or plaster of paris
Unit 5 Week 9-10	• floating magnets • foam footballs • magnetic toy trains or alternative • magnets • marbles, large • marbles, small	• measuring tools* • paper clips • string • tape • towers (blocks, jars, blocks, etc)*
Unit 6 Week 11	• cameras* • classroom objects* • rulers or metersticks*	• soccer balls* • string • washers, 2-in
Unit 7 Week 12	• candles, small • cardstock* • flashlight • glass jar • heat lamps • hot plates • ice cubes* • jump ropes* • metal spoons • paper clips • paper towels* • plastic cups • plastic wrap • prism • rocks*	• rubber bands • salt • small chocolate candies • straws • string • scissors* • tape • thermometer • timing devices • tongs • tuning forks • water* • wooden skewers • wooden spoons*
Unit 8 Week 13	• anchor chart paper* • art supplies* • construction paper* • heavy bolts • highlighters* • hot glue gun* • hot glue sticks*	• metersticks* • painters tape • plastic soda bottle caps* • rubber bands • skewers • straws • tape
Unit 9 Week 14	• brads • computers* • Hula-Hoops®* • juice box straw* • math manipulative bead* • metal bottle cap* • metersticks*	• pencil eraser* • scissors* • softball • straight pin • tennis ball • two-liter bottle cap*

Unit 10 Week 15	• glue bottles • markers* • paper* • paper cups • paper plates	• pencils* • scissors* • straight pins • straws • tape
Unit 11 Week 16-17	• clay soil • canning jars • droppers • hand lenses • plastic cups	• sandy soil • silty soil • sticky notes • sugar cubes • water*
Unit 12 Week 18	• 8 ½-in disposable baking containers • baking soda • clear 16-oz bottles* • funnels • gelatin mixes • gloves* • goggles* • measuring cups • mini marshmallows* • newspaper* • plastic cups • plastic storage containers	• prepared cardboard houses* • prepared model trees* • red food coloring • rocks* • sand • shallow bins • soil • spoons • toothpicks • vinegar* • water*
Unit 13 Week 19-20	• anchor chart paper* • cell phone* • clothes iron* • computers* • construction paper, large • crayons*	• lip balm* • markers* • skillet* • small ball • toy car • utensil
Unit 14 Week 21-22	• digital scales • paper, reams* • paper, sheets*	• recycled paper, sheets* • scissors* • tape
Unit 15 Week 23	n/a	
Unit 16 Week 24	• plastic cups (3 different sizes) • pom-poms	• posters*
Unit 17 Week 25	n/a	
Unit 18 Week 26	• clay • clear straws • fossil items* • gummy fish* • hand lenses • heavy textbooks*	• paper plates, small • paper towels* • rye bread* • skewers • wheat bread* • white bread*

Unit 19 Week 27	• clear container • feather • paper* • paper bowls • paper plates • plastic cup • raisins*	• measuring cup, ¼ c • small toy animals • straws • sunflower seeds* • tongs • toothpicks • tweezers • water*
Unit 20 Week 28	• coloring supplies* • lima beans • packing tape • resealable plastic bags	• rulers* • scissors* • sunflower seeds*

Alphabetized Materials List

TEXAS SCIENCE

Alphabetized Texas Kit Materials List
Third Grade

Material	Unit	Quantity Needed	Details	Available in Refill Kit
air-dry clay	4	3	1-lb, self-hardening, white	x
baking soda	12	4	1 lb box	x
beakers	3	1	6/pk, 600mL, glass	
bolts	8	12	2x1/4-20"	x
brads	9	1	100/pk	
buttons	1.4	30		x
candles	7	6	tealight in tin holder	
canning jars	3, 11	12	8 oz, plastic, with lid	
cardstock	1.4	12	sheets, 8 1/2 x 11	x
clay	4, 18	3	1 lb/pk, white modeling clay	x
clay soil	11	1	5lbs, red clay	x
clear container	19	1	versatote tub, 15.5x12.25x4"	
construction paper, large	13	24	11x17" cardstock	x
craft sticks	1.4, 8	1	200/pk	x
digital scales	2, 12	1	compact 5000g	
disposable baking pan	12	6	foil, 8" square	x
feather	19	1	50/pk	
flashlight	7	1	plastic, D-cell, batteries included	
floating magnets	5	4	magnet rings	
food coloring	12	1	0.5 oz, red	x

football	5	1	foam, 5"	
funnels	12	6	8oz	
gelatin packets	12	6	4.2 oz, yellow	x
glass jars	3, 7	3	16 oz, glass, with lid	
glue, liquid	10	6	4 oz, bottle	x
gravel	4	1	5lbs, small, 3/16"	x
hand lenses	11, 16	2	6/pk, dual lens, 3x/6x	
heat lamps	2, 7	3	clip-on, swivel head, 9" with bulb	
hot plate	3, 7	1	single burner, solid top, 1000W	
ice cube trays	4	3	2/pk, plastic	
key rings	2, 21.29	6	split 1"	
lima beans	20	1	2oz/pk	x
magnetic toy trains	5	2	set of 4	
magnets	2, 5, 21.29	24	unpainted, ceramic, 1"	
manila folders	1.4	12		x
marbles	3, 5, 6, 21.29	1	50/pk, 5/8"	
marbles, large	5, 21.30	1	25/pk, 1"	
measuring cups	12	1	set of 4	
metal spoons	7	6		
mixing bowls	4	6	6 qt, plastic	
mixing spoons	4	6	12 inch, wooden	
nails	21.29	6	1-1/2"	
packing tape	20	1	roll, 2"x110yds	x
painters tape	8	1	roll, 1" x 60 yds	x
paper bowls	19	24	12 oz	x

paper clips	5, 7, 21.29	1	100/pk, #1	
paper cups	10	6	12 oz	x
paper plates	10, 19	14	9 in	x
paper plates, small	18	24	6 in	x
ping pong ball	4	1		
pipettes	11	6	plastic	
plaster of paris	4	1	4.4lbs	x
plastic animals	19	2	12/pk, ocean, 2-3 1/2"	
plastic building blocks	1.1, 1.4	1	300/pk, 2x4 (50 each of blue, light blue, green, orange, red, and yellow)	
plastic cup	1.1, 3, 7, 11, 12, 16, 19	3	50/pk, clear, 9 oz	x
plastic cups, large	16	25	clear, 16 oz	
plastic cups, small	11, 16	1	50/pk, clear. 3.5 oz	
plastic spoons	12	6		x
plastic storage containers	2, 12	12	clear, 14.25x8.25x4.75"	
plastic wrap	7	1	roll, 100ft	x
play clay	4	8	2 oz cans	x
pom-poms	16	2	100/pk, assorted colors	
prism	7	1	4in, equilateral, acrylic	
resealable plastic bag, gallon	3	24		x
resealable plastic bag, sandwich	1.4, 3, 20	1	50/pk	x
ribbon	1.4	1	roll, 3/4"x28ft	x
rubber bands	1.4, 7, 8	1	1/4 lb package, #84	x
salt	3, 4, 7	3	26.4 oz/box	x

sand	4, 11, 12	2	3kg, fine sand	x
sand dollars	2	6		
sea glass	2	6	glass gem, flat	
sea shell pieces	4	1	2 lbs, shells	x
sea shells	2, 18	1	40/pk, assorted	
skewers	7, 8, 18	1	100/pk, 10in	x
softball	9	1		
soil	11, 12	1	8lbs, potting soil	x
sticky notes	4, 11	7	pads, 3x3, canary yellow	x
stopwatches	7	6	digital	
straight pins	9	1	150/pk, ballhead	
straws	7, 8, 10, 18, 19	1	250/pk, clear, unwrapped	x
string	5, 6, 7	1	spool, cotton, 420ft	x
sugar cubes	11	1	1-lb	x
tape	1.4, 5, 7, 8, 10, 14	6	transparent, 3/4", w/ dispenser	x
tennis ball	9	1		
thermometer, digital	2	6	digital, -50-70C	
thermometer, student	3, 7	2	6/pk, low range, plastic	
tongs	3, 7, 19	8	10in, utility	
toothpicks	12, 19	1	250/pk	x
toy cars	1.3, 6, 13	6	non-pull, 3"	
tuning forks	7	6	512Hz	
tweezers	19	8	plastic, 5"	
washer	6	24	1-1/2"OD, 5/8"ID	
yarn	1.4	2	skeins, 60 yds, blue	x

Unit Materials List
This file is 6 pages so the link is provided.
https://cdn.studiesweekly.com/online/resources/printables/14327/TX-03%20Texas%20Kit%20Materials%20Lists%20by%20UnitS.pdf

TEXAS SCIENCE

Texas Kit Materials Lists by Unit
Third Grade

Material	Unit	Activity	Quantity Needed	Details
plastic building blocks	1.1	3	240	6 prepared structures per group + 6 of each color per group
plastic cups		4	90	15 per group
toy car	1.3	3	1	
cardstock	1.4	3	as needed	
manila folders			as needed	
resealable plastic bags			as needed	
ribbon			as needed	
tape		3, 4	as needed	
yarn			as needed	
buttons		4	30	5 per group
craft sticks			12	2 per group
plastic building blocks			36	6 per group
rubber bands			12	2 per group
yarn			6 balls	1 ball per group
heat lamps	2	2	6	1 per group
thermometer			6	1 per group
key rings		2, 3, 4, 5	6	1 per group
sand dollar			6	1 per group
sea glass			6	1 per group
sea shells			6	1 per group
digital scales		3	6	1 per group
magnets		4	24	1 per student

StudiesWeekly

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

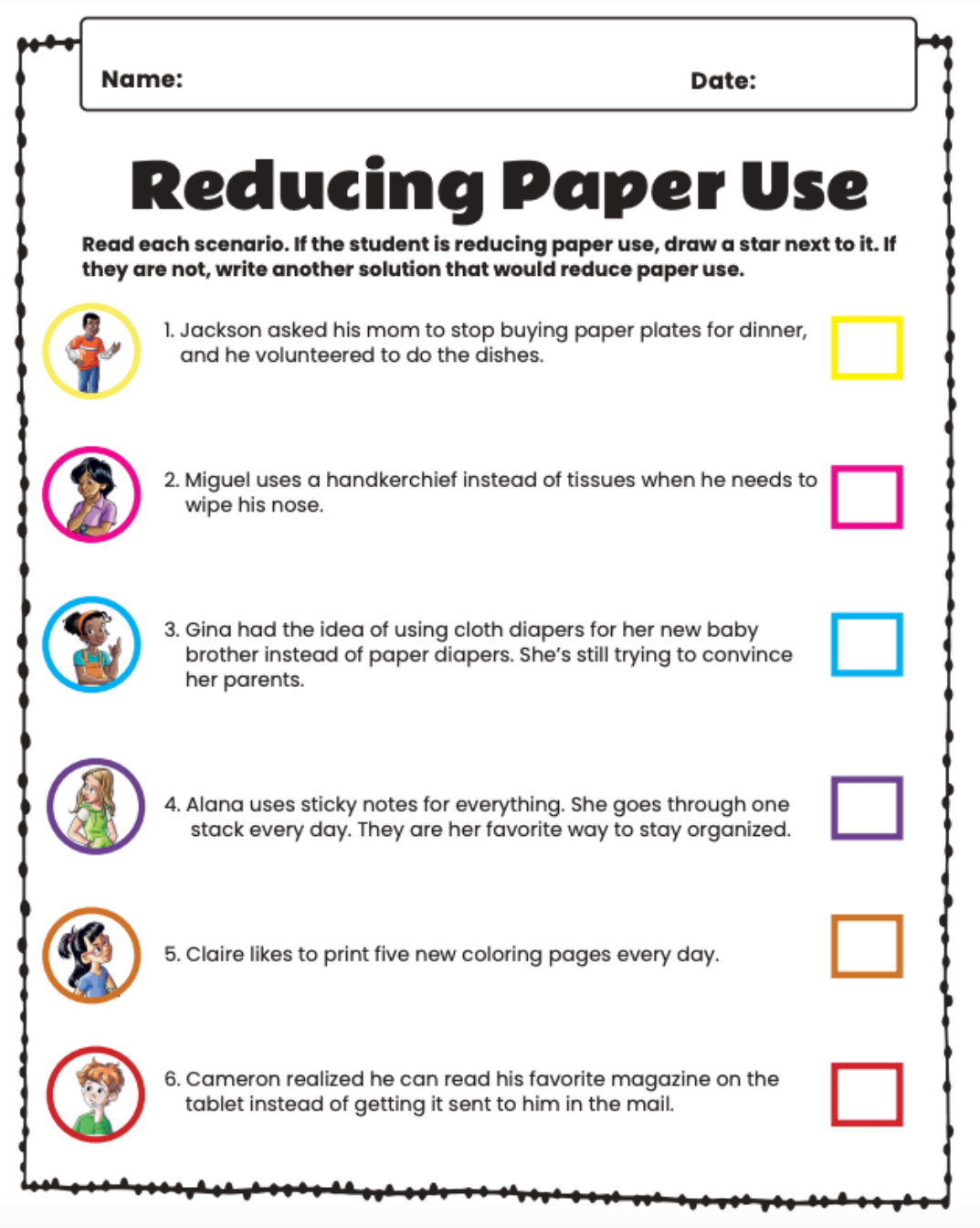
Description of the specific location and hyperlink to the exact location of the proposed updated content.
This resource will be found online in Unit 14, Teacher Resources, Unit Printables
https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2018

Publisher's rationale for this change if different from overall rationale.
A printable is missing.

Publisher's description of this change if different from overall description.
Adding the Reducing Paper Use printable to support Activity 2.

Screenshot of Currently Adopted Content
N/A

Screenshot of Proposed Updated Content



Name: Date:

Reducing Paper Use

Read each scenario. If the student is reducing paper use, draw a star next to it. If they are not, write another solution that would reduce paper use.

1. Jackson asked his mom to stop buying paper plates for dinner, and he volunteered to do the dishes.
2. Miguel uses a handkerchief instead of tissues when he needs to wipe his nose.
3. Gina had the idea of using cloth diapers for her new baby brother instead of paper diapers. She's still trying to convince her parents.
4. Alana uses sticky notes for everything. She goes through one stack every day. They are her favorite way to stay organized.
5. Claire likes to print five new coloring pages every day.
6. Cameron realized he can read his favorite magazine on the tablet instead of getting it sent to him in the mail.

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

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

Update to Content Not Reviewed by SRP

This resource will be found online in the Teacher Resources of each unit, except unit 1. Proposed location by unit.

2:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2019
3:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2030
4:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2023
5:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2010
6:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2013
7:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2024
8:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2014
9:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2022
10:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2015
11:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2021
12:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2025
13:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2027
14:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2018
15:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2016
16:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2026
17:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2028
18:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2017
19:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2029
20:https://online.studiesweekly.com/teacher/classrooms/18118e32-addf-40f5-b9d1-8dc1193cd594/publications/512/teacher-resources?unit_id=2020

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

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

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

The Topic Background Information Podcast provides teachers with background information about the

science concepts covered in the unit. A PDF document of the podcast improves access.

Screenshot of Currently Adopted Content

N/A - new resource

Screenshot of Proposed Updated Content

Unit 2:

Third Grade: Hidden Treasures

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

All around us are things we can see and touch. These things are matter. Matter is anything that takes up space and has mass. Phones, trees, people, water, and pencils—you name it—are all matter! While matter is an engaging topic, it can be rather complex.

In second grade, students learned three physical properties of matter. Physical properties can be observed and measured. Students classified matter by the following physical properties: relative temperature, texture, and flexibility. Relative temperature is how hot or cold the matter is, texture is how matter feels when you touch it, and matter's flexibility is how bendable it is. Students also learned that matter can be solid or liquid. Solids keep their shape, whereas liquids take the shape of their container. Examples of solids include crayons, rocks, and bowling balls. These do not change their shape, even if placed into a container. Examples of liquids include milk, water, and soda. These take the shape of their container.

In third grade, the standard expands in complexity by including additional physical properties of matter. Students measure, test, and record matter's temperature, mass, magnetism, and ability to sink or float in water. Matter's temperature is how hot or cold the matter is and is often measured with a thermometer. Students have observed and classified matter's temperature before, but measuring its temperature will be a new concept. Temperature is often recorded using degrees on the Fahrenheit scale. Mass is the amount of matter in an object. A balance scale is a tool used to measure mass. Magnetism is matter's ability to attract magnetic objects. Many metal objects have magnetism, like steel paper clips. You can tell the object is magnetic because, if you point a magnet at it, the object moves toward the magnet. Lastly, matter can sink or float in water. Items that sink include rocks, coins, and marbles. Items that float include twigs, feathers, and plastic bottles.

A common misconception among students is that solids are large, hard materials that do not easily fill a container. For instance, students might assume sand is not solid because it is small and looks as though it takes a container's shape. However, to clarify this misconception, we need to consider a single grain of sand as a solid. One grain of sand will not take its container's shape. Even multiple grains of sand will leave space between them in the container. To put it in perspective, imagine filling a basket of apples. The apples, which are solid, will fill the container, but they do not take the container's shape.

Unit 3:

TEXAS SCIENCE **Teacher Background Information Podcast**

Third Grade: Ice Storm

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

Matter has three states. It can be solid, liquid, or gas. The states of matter are all around us. If you look around, you're sure to identify several solids, liquids, or gasses. But did you know matter can change its state? Water is a great example of matter existing in all three states! Water is liquid. Its solid form is ice. Do you know its gas form? It's water vapor! This unit will explore the states of matter and how they can change.

In second grade, students learned that matter could be solid or liquid. Additionally, they learned that physical properties of matter can be observed and measured. They classified matter by the following physical properties: temperature, texture, and flexibility. Temperature is how hot or cold the matter is, texture is how the matter feels when you touch it, and matter's flexibility is how bendable it is. Through investigations, students explained how physical properties can change through processes such as cutting, folding, sanding, melting, and freezing. Changing the physical properties does not change the type of matter. Let's consider a piece of wood with a rough texture. How can you change the texture? You can sand it! The wood's texture will change from rough to smooth. But, it is still wood.

In third grade, the standard expands to include the third physical state of matter. Students learn matter can also be gas. Students are expected to describe and classify matter in its three states: solid, liquid, or gas. This unit emphasizes that solids have a definite shape, whereas liquids and gasses take the shape of their container.

Also in this unit, students study changes in the state of matter when it is heated or cooled. They investigate how matter can change from one state to another. When students heat or cool a substance, there are observable changes in the matter's state. Students are able to record these changes. For example, ice is solid. How can we change its state? We can heat the ice. Heating the ice will cause it to melt and become liquid water. If you continue to heat water, it becomes water vapor. Water vapor is gas. Similarly, if you cool a substance, there are observable changes. When water vapor is cooled, you'll notice condensation (liquid water) forming outside a glass.

A common misconception students have is that gasses are not matter. Students think this because they cannot see gasses since most gasses are invisible. Real-world examples of gasses filling objects will help clarify this misconception. Helium in a balloon, air in a bike tire, and bubbles in carbonated soda help students understand that gasses take up space.

Unit 4:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: Engineering Design: The Strongest Fort

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

Students love creating objects! They are instantly engaged in this topic, and enjoy combining materials to create a new object or alter an old one. When we look at the objects around us, we mostly see the object's physical properties. A physical property is the object's characteristics that you can measure or observe. Let's study the physical characteristics of a pencil. You can observe that it is long and thin. It's mostly yellow with a black tip and a pink eraser. It's lightweight, smooth, and hard. You can use a balance scale to measure and record its mass. If you put the pencil in water, it floats. Now, look around you at different objects. What physical properties do you observe?

In second grade, students learned that objects can be combined or reassembled to make a new object. Students selected building materials based on the material's physical properties. For example, students can combine and reassemble blocks to make a new object: a tower. They will want their tower to be sturdy. Therefore, they should select strong materials, like wood.

In third grade, students learn that materials can be created or modified to change their physical properties to serve a specific purpose. To modify an object is to change it. It's important to consider the object, its purpose, and which physical properties are necessary for its successful use. For example, when building a tower, you want your tower to be sturdy. Wood is a good material, but what type of material could be added to wood to make a sturdier tower? Adding something to hold the blocks together, like clay, can make the tower sturdier. You aren't changing the wood, just adding something to help achieve your goal. Another approach could be combining materials to modify their properties to better serve their purpose. For example, you can combine the materials clay and sand to form bricks. Adding clay to the sand will modify properties to create a strong brick. These bricks could then be used to form a sturdier tower. When choosing materials to create or modify an object, it's important for students to think about the material's physical properties and how they fulfill a need.

A common misconception among students is that materials can only have one physical property. A significant takeaway from this unit is for students to look at the various physical properties to ensure they're selecting beneficial materials. Also, they are required to justify their selections, and physical properties are great evidence for why a particular material or combination of materials is needed.

Unit 5:

TEXAS SCIENCE **Teacher Background Information Podcast**

Third Grade: Forces

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

Forces are everywhere! A force is a push or a pull. A push moves objects away from the force. A pull moves objects toward the force. Can you think of ways you use pushes and pulls in your life? We push buttons, swings, and shopping carts. We pull doors closed and tissues out of boxes. There are numerous everyday examples, which makes this topic exciting for students!

In second grade, students learned that forces are pushes and pulls. Pushes and pulls can change an object's shape or motion. When two objects collide, or touch, they push on each other. This can change their shape. A shape can change by bending, stretching, and squishing. For example, if your finger pushes into a ball of clay, the clay will squish. Pushes and pulls can change an object's motion in several ways. Pushes and pulls can cause an object to start or stop moving and change its speed, too. A stronger force causes an object to move quickly. A weaker force causes an object to move more slowly.

In third grade, students will learn that forces act on objects when they come in contact with each other, and at other times, forces can act on objects at a distance. Acting at a distance means that the force doesn't need to physically touch the object. Students will learn that magnetism and gravity are forces that act at a distance.

Magnetism is a force that pushes and pulls objects at a distance. Magnetism requires a magnet and magnetic materials. Many metals are magnetic, like iron, nickel, and steel. Magnetism occurs when a magnet pulls magnetic materials toward it. Also, a magnet's magnetism can push other magnets away from the magnet. Let's explore how magnetism works with a magnet and a steel paper clip. If you point the magnet at a steel paper clip, the magnet pulls the paper clip toward it. The magnet does not have to physically touch the paper clip in order for the paper clip to move. This shows how magnetism works at a distance. Once the paper clip is pulled toward the magnet, it appears to stick to the magnet because the magnet continues to pull the paper clip toward it.

Gravity is a force that pulls. Gravity is the invisible force that pulls everything toward Earth's center. Gravity works at a distance by pulling objects toward one another. Think about an apple falling from a tree. Why does the apple fall down instead of floating up? That's the force of gravity at work! Gravity pulls the apple toward Earth's center.

A common misconception among students is that all metals are magnetic. They assume the force of magnetism will affect any metal material. This is not the case. In fact, aluminum, copper, and gold are not magnetic.

Unit 6:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: Investigating Forces

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

Forces, which are pushes and pulls, are all around us. A push moves objects away from the force. A pull moves objects toward the force. Every day, we use pushes and pulls on objects to accomplish tasks. Usually, we want to change an object's position or motion. Can you picture going to a grocery store? That's one place where we use many pushes and pulls. We push the grocery cart to make it move, and we pull items off of shelves. Sometimes, we push the grocery cart in different ways, depending on where we want it to go. Can you think of other ways you use pushes and pulls in your life? There are numerous everyday examples, which makes this topic engaging for students!

In second grade, students learned that forces are pushes and pulls. Pushes and pulls can change an object's shape or motion. When two objects collide, or touch, they push on each other. This can change their shape. A shape can change by bending, stretching, and squishing. For example, if your finger pushes into a ball of clay, the clay will squish. Pushes and pulls can change an object's motion in a few ways. They can cause an object to start or stop moving and change its speed, too. A stronger force causes an object to move quickly. A weaker force causes an object to move more slowly.

In third grade, students will investigate how an object's position and motion can be changed through pushes and pulls. A force can move objects up and down or side-to-side in a straight line. When someone throws a ball up into the air, they are pushing it. The ball will come back down because the force of gravity pulls it toward Earth's center. You can push a swing gently from the side. This force causes the swing to sway slowly from side to side. Pushes and pulls also affect an object's position, which is where the object is. For example, if you want to move a wagon up a hill, you might pull it. If you want to move a ball across a field, you might push it. As you can see, pushes and pulls are constantly moving things in our lives! The next time you move something, think about how you use force.

A common misconception among students is that a push or pull can start movement but not stop movement. Friction is not introduced at this grade level, but there are other ways to clarify this misconception. For instance, imagine two people throwing a ball. When one person throws the ball, they are pushing the ball away from them. When the other person catches the ball, the ball stops moving. The catcher pulled the ball into their hand, and that force stopped the ball from moving.

Unit 7:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: The Energy of a Campout

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

All around us are clues that energy is present. You can see, feel, and hear signs of energy. You use lights to see in the dark. You use heat to cook your food. You can hear an air conditioner. You can see and hear moving cars. These are all examples of energy! Energy is defined as the ability to do work or cause change. Energy is how things change or move. There are different forms of energy, which we explore in this third grade unit.

In second grade, students learned about sound. Sound begins with vibrating matter. Sound vibrations move through the air, traveling from the source to another object. So many different things make sounds. If you stop and listen, you'll notice many sounds around you right now. People talking, airplanes flying, and birds chirping are all sounds you might notice. If a sound is loud enough, you can feel and see it. For example, if you turn the music up loud on a speaker and touch the speaker, your finger will feel vibrations from the sound. If you place the speaker on a table, you might notice the speaker moves a little from the sound vibrations. People use many tools to communicate over a distance, such as telephones and microphones. In second grade, students explore and create different tools that help them communicate from far away.

In third grade, the standard expands and includes different types of energy. In addition to sound energy, students learn about mechanical, light, and thermal energy. Mechanical energy is energy in movement. Everything around us has mechanical energy. Cars, crayons, swings, baseballs, birds all contain mechanical energy. How do we know they contain mechanical energy? They all move!

Light energy is a form of energy people use to see. Light energy can be human made, but it also occurs naturally. Light energy comes from the Sun, fire, lightbulbs, and even lightning, just to name a few. Sound energy is a form of energy people hear. It is present whenever we hear a sound. Fire alarms, car horns, whispers, and raindrops are all common sounds. Thermal energy is heat energy. Can you think of examples of heat energy in your life? When ovens heat food and clothes dryers dry wet clothes, you can identify the presence of thermal energy.

A common misconception among students is that energy is a force. A force is a push or a pull. Energy is the ability to do work or cause change. Learning about different types of energy should help clarify this misconception. Light, thermal, sound, and mechanical energy are not forces like pushes and pulls.

Unit 8:

TEXAS SCIENCE Teacher Background Information Podcast

Third Grade: Engineering Design: The Fastest Car

Welcome to the teacher background podcast for Unit 8! We will be covering what students already know about energy preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Mechanical energy is an engaging topic for students. They enjoy learning how energy moves. In this unit, they investigate how an object's speed relates to its mechanical energy.

In second grade, students learned that pushes and pulls affect an object's motion. They participated in investigations and worked on making predictions around this standard. Pushes and pulls can start or stop an object's motion. For instance, when you throw a basketball, you push it. Your push causes the basketball to move. Similarly, if someone passes you the basketball, you can pull it in with your hands. Your pull will stop the basketball's movement. Additionally, pushes and pulls can change the speed or direction of an object's motion. A hard kick, which is a push, can increase the speed of a soccer ball. What's more, the kick changes the direction of the soccer ball. First, it was coming toward the kicker, and after the kick, it will move away from the kicker.

In third grade, students will study mechanical energy, which is the energy of motion. Everything around us has mechanical energy. Windmills, rabbits, and cars – you name it – all have mechanical energy! How do we know they have mechanical energy? They all have the ability to move. In this unit, students will explore how speed relates to mechanical energy. Let's look at an exciting real-world example: a rollercoaster! As a roller coaster car moves throughout the track, its speed can increase. When its speed increases, its moving energy increases, too. When the roller coaster car comes to the end of its track, its speed decreases. When the speed decreases, what do you think happens to the moving energy? Its moving energy decreases, too!

A common misconception among students is that only moving things have mechanical energy. However, non-moving things can have mechanical energy, too. They may not be moving at the moment, but they have the ability to move. Exploring mechanical energy and speed should help clarify this misconception.

Unit 9:

TEXAS SCIENCE Teacher Background Information Podcast

Third Grade: We Are in Orbit!

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

When we think of the solar system, the Earth, sun, and moon often come to mind. But Earth is not the only planet in the solar system. Even though Earth is an extremely important planet to people — we live on it, after all — there are seven other planets. Learning about the other planets in our solar system is a highly engaging topic for students. They are captivated by the intricate system that is Earth's solar system.

In second grade, students learned about the sun and its importance to Earth. The sun, which is a star, provides Earth with light and heat. The light and heat from the sun are necessary for the survival of the plants and animals living on Earth. The sun provides us with the energy our planet needs to function. Students also learned that the moon reflects the sun's light. The moon does not make its own light. Sunlight hits the moon's surface and bounces back, which is why we can see the moon. Finally, students explored how using tools, like telescopes, can allow them to observe objects in the sky.

In third grade, students will learn about the sun, Earth, and moon system. They will explore the orbits and connections of these three major components in our solar system. Earth travels in a path around the sun. This path is called an orbit. Gravity constantly pulls Earth toward the sun's center, keeping the planet in its orbit. Earth takes about 365 days to complete its orbit around the sun. While Earth orbits the sun, another orbit is happening: the moon orbits Earth! Earth's gravitational pull on the moon causes the moon to move in a path around Earth. As you can see, the sun, Earth, and moon are all connected. Earth orbits the sun, while the moon orbits Earth!

Also in this unit, students will learn that Earth is not the only planet that orbits the sun. Students will study the order of the planets in Earth's solar system and their relation to the sun. There are eight planets in Earth's solar system. The order of the planets, starting with the closest to the sun, is: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Mercury is the closest planet to the sun, and Neptune is the farthest. The Sun's gravitational pull on the eight planets causes them to orbit the sun. Pluto is currently classified as a dwarf planet. Pluto is not included in the unit because of this classification.

A common misconception among students is that the sun and moon are the same size. Students think both are smaller than Earth. The reason for this misconception is that the moon and sun appear similar in size. Also, since we view the moon and sun from Earth's surface, they both seem smaller than Earth. While Earth is larger in size than the moon, the sun is much larger in size than Earth and the moon.

Unit 10:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: Compare Day-to-Day Weather

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

Weather is an engaging topic for students. People discuss the weather every day. The weather determines what we are wearing for the day. Weather helps us decide which activities we are able to do outside. Much of our lives revolve around the weather!

In second grade, students measured, recorded, and graphed weather information. They studied temperature and precipitation. Temperature is measured with a thermometer and recorded in degrees on the Fahrenheit scale. Scientists also often measure temperature in Celsius. Precipitation is water that forms in the atmosphere and falls down to Earth. Precipitation includes rain, snow, sleet, and hail. Rain precipitation is measured with a rain gauge. A rain gauge collects rain. You can identify the precipitation's measurement using the scale in inches on the side of the rain gauge.

In third grade, students will explore the weather in different locations at the same time. They will study air temperature, wind direction, and precipitation. Wind direction is important when discussing the weather. Wind direction is measured using tools like wind vanes and windsocks. The wind is responsible for bringing different weather conditions to different places. But how does the wind bring weather? One way wind affects weather is by carrying clouds to a location. Precipitation forms in clouds. When the wind carries the clouds to a location, it carries the precipitation in the clouds, too. If the wind carries rain clouds to an area, rain is likely to be in the forecast! Wind also affects an area's temperature. Wind is air in motion, and air can be warm or cool. If wind carries warm air to a place, that area experiences an increase in temperature. Likewise, if the wind carries cool air to a place, that area experiences a decrease in temperature. In this unit, students will be captivated to see how the weather can be entirely different in places, even at the exact same time of day! For instance, at 2 p.m., it can be warm and sunny in one area but cool and rainy in another area!

A common misconception among students is that sleet and snow make an area's air temperature cold. Students assume the cold precipitation causes the area to become cold, too. However, the opposite is true. The cold air temperature is what causes snow and sleet.

Unit 11:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: Soil Formation

Welcome to the teacher background podcast for Unit 11! We will be covering what students already know about soil and Earth's surface preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

When you hear the word "soil" what comes to mind? Usually, we picture the soil used in gardens to help vegetables grow. While that's a great example of soil, soil is much more than that! Soil is necessary for plants to grow, it provides a home for living organisms, it's filled with nutrients, and it holds water. But what exactly is soil and how is it made? In this unit, students are excited to explore soil and discover information about a resource people use every day!

In second grade, students learned that wind and rain move soil particles across Earth's surface. When the wind blows, it picks up dry particles of soil in its gusts. The gusts of wind carry the soil particles across Earth's surface. Similarly, water moves soil particles. As water flows from rain or in a body of water, like an ocean or a river, it picks up soil particles. The water carries the particles with it as it flows over Earth's surface. When wind and water move soil particles, they can create things on Earth. For instance, wind can blow sand (which is a type of soil) into sand dunes on a beach! Students also learned that wind and water move rock particles in a similar manner.

In third grade, students investigate the formation of soil and its composition. Soil is a top layer on Earth's surface. Soil takes an incredibly long time to form. It requires hundreds to thousands of years to create just an inch of soil! Soil is a mixture of minerals, weathered rock, and plant and animal remains. The weathering of Earth's surface is an important process in soil formation. Weathered pieces of Earth, such as minerals and rocks, become a crucial component of the soil mixture. Another important process is the decomposition of plant and animal remains. When a living organism dies, its remains decompose, or break down. The decomposed remains add nutrients to the soil. There are different types of soil, like sand and clay. Different types of soil have different characteristics. For example, sand particles are larger than clay particles. Sand is lighter than clay, so it holds less water than clay.

A common misconception among students is that soil is dirt. A significant takeaway from this unit is that soil takes a long time to form. It is composed of weathered Earth materials and decomposing organisms. Soil has minerals and nutrients from organic matter in it. Living organisms are present in soil. On the other hand, dirt does not contain minerals and nutrients. While it can have organic matter, it is considered "dead" because there are no nutrients. Dirt is mostly composed of weathered rocks, sand, and clay.

Unit 12:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: Changes to the Earth's Surface

Welcome to the teacher background podcast for Unit 12! We will be covering what students already know about rapid changes to Earth's surface preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Earth's surface is constantly changing. Sometimes, the changes are gradual. Other times, they're rapid. Severe weather and natural disasters are a huge part of these changes. These powerful events captivate students.

In second grade, students learned that wind and rain move soil particles across Earth's surface. When the wind blows, it picks up dry particles of soil in its gusts. The gusts of wind carry the soil particles across Earth's surface. Similarly, water moves soil particles. As water flows from rain or in a body of water, like an ocean or a river, it picks up soil particles. The water carries the particles with it as it flows over Earth's surface. When wind and water move soil particles, they can create things on Earth. For instance, wind can blow sand, which is a type of soil, into sand dunes on a beach! Students also learned that wind and water move rock particles in a similar manner.

In third grade, students will learn that Earth's surface can change rapidly. Natural disasters, such as volcanic eruptions, earthquakes, and landslides, quickly impact Earth.

A volcano is an opening on the Earth's surface. They can be found on land or on the ocean floor. Volcanos allow gas, magma, and ash to escape Earth. Magma is molten rock inside the volcano. When a volcano erupts, magma comes out of the volcano. When magma reaches the surface, it is called lava. Lava moves over Earth's surface, destroying wildlife and objects in its path. When lava cools, it hardens into rock. This can create new landforms and change the shape of the land.

An earthquake is the sudden, violent shaking of Earth's surface. Earthquakes occur when a large area of Earth's crust suddenly moves. Usually, they occur at a fault line or where two tectonic plates move into each other. Earthquakes cause entire structures to collapse, ground ruptures, and other natural disasters, such as landslides.

Landslides happen when a layer of Earth moves. This layer of Earth separates from the layer below it. A landslide is the movement of a large amount of rock, debris, and other Earth material. Landslides move down a slope due to gravity. They cause significant damage to Earth's surface. Due to their mass, they often sweep up or bury everything in their path. Landslides can destroy bodies of water, like rivers, and plants in an area.

A common misconception among students is that natural disasters occur randomly. However, natural disasters form in specific areas on Earth and are often a result of changes to Earth. For instance, pressure builds up in volcanoes, and the movement of heat causes eruptions.

https://www.ducksters.com/science/dangerous_weather.php

Unit 13:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: Natural Resources

Welcome to the teacher background podcast for Unit 13! We will be covering what students already know about natural resources and the conservation of natural resources preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

All around us are resources. We need them to survive. A resource is anything we use. What resources do you use every day? Maybe you use water, food, cars, phones, and clothes! These are all types of resources.

In second grade, students distinguished between natural resources and human made resources. Natural resources come from nature and are used by living things. Water, wood, plants, and animals are all natural resources. They're found all over Earth. People are not the only living organisms that require natural resources to survive. For instance, people need water to drink, as do other animal species. Water is also necessary for plants to grow. Human made resources are resources made by people. Plastic, rubber, and paper are human made resources. Even though paper is made of wood, which is a natural resource, people use a process that creates paper. This process classifies paper as a human made resource. Human made resources are crucial in people's lives, as well.

Students also learned how to limit human impact on Earth by conserving and properly disposing of materials. Reducing, reusing, and recycling various materials is crucial. Reducing your use of a material means you're using less of the material. Reusing materials is helpful too. When you reuse a material, you use it more than once. People often reuse plastic water bottles to drink out of each day. Lastly, recycling means turning used materials into something new. Commonly recycled materials are paper, plastic, and metal. When we recycle metal, it is reused in new cars and appliances.

In third grade, students learn how humans use natural resources. Natural resources are commonly used to make products, and for construction, agriculture, and transportation. Products are items people use every day. Clothes, toothpaste, vehicles, and paper are all products. The materials used to create products often come from nature. For instance, cotton plants are a natural resource used to produce clothes. Additionally, fossil fuels are necessary to power the machines people need to manufacture products. Construction is another area of human life that requires natural resources. Wood, which comes from trees, is a major natural resource used for building. Agriculture consists of growing crops and raising livestock. Land is a necessary natural resource because it provides an area for crops to grow and a place for animals to live. Transportation is another important part of our lives. Fossil fuels, like oil and gas, power our vehicles. Cars, trains, planes, and other vehicles are necessary to move not just people from one place to another, but also the products people use.

Also in this unit, students learn why the conservation of natural resources is important. Natural resources are used in all aspects of human life. Natural resources are items from nature, such as wood, water, plants, animals, and fossil fuels. Natural resources are crucial in our lives. We use them in construction and transportation. Also, they're frequently used to manufacture goods, like clothes and medicine. Unfortunately, natural resources can disappear forever if they're not used carefully. We need to ensure the resources are available for future use. That's why people need to protect the resources and use them responsibly.

A common misconception among students is that natural resources are no longer "natural" when people alter them in some way. For instance, wood is used to build homes. Students assume changing the shape of wood, say into a board, makes it unnatural. However, wood comes from nature, so it is, in fact, a natural resource!

Another common misconception among students is that natural resources can't run out. For instance, students see water all around. They don't understand the importance of conserving something that seems so abundant. This is a good example to clarify this misconception. While water is present all over Earth, people run the risk of temporarily using up fresh, usable, clean water. In fact, this is a concern for several states in the United States!

Unit 14:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: Engineering Design: Reducing, Reusing, and Recycling Paper

Welcome to the teacher background podcast for Unit 14! We will be covering what students already know about the conservation of natural resources preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Students are familiar with reducing, reusing, and recycling. They are able to make many real-world connections to the topic. Therefore, this unit is quick to engage children as they apply their knowledge of reducing, reusing, and recycling to a new concept: conserving natural resources.

In second grade, students learned how to limit human impact on Earth by conserving and properly disposing of materials. Reducing, reusing, and recycling various materials is crucial. Reducing your use of a material means you're using less of the material. For instance, you can use cloth bags to carry your groceries. This reduces the amount of plastic bags you use. Reusing materials is helpful too. When you reuse a material, you use it more than once. People often reuse plastic water bottles to drink out of each day. Lastly, recycling means turning used materials into something new. Commonly recycled materials are paper, plastic, and metal. Many items use metal, such as cars and appliances. When we recycle metal, it is reused in new cars and appliances.

In third grade, the standard expands and students identify ways to conserve natural resources through reducing, reusing, or recycling. Natural resources are things people use from nature, such as wood, water, plants, animals, and fossil fuels. When you reduce your use of a natural resource, you're using less of the resource. Let's think of ways to conserve water by reducing our use of it. We can take faster showers or run a dishwasher only when it's full of dirty dishes instead of smaller loads. Remember, natural resources can run out, so reducing our use of them is a great way to conserve them! Reusing a natural resource means using it more than once. Sometimes we reuse an item by repurposing it. For instance, you can reuse cans from food to hold art supplies! Other times, you can reuse the same item for the same purpose, like refilling a reusable water bottle. Finally, recycling is a great way to conserve natural resources. Many of the items we use each day can be recycled, which means when disposed of properly, they are turned into something new. For instance, paper is made from trees. When we recycle paper, it goes through a process to become new paper again. In turn, this conserves trees, which are a natural resource! The next time you use an item, stop and think for a second.Is there a way I can conserve natural resources?

A common misconception among students is that recycling is the most effective way to conserve natural resources. Students assume this because we recycle resources more than we reduce and reuse them. However, reducing and reusing resources are more effective forms of conservation than recycling. Recycling, while extremely beneficial for natural resources, requires additional energy and resources to create new items. On the other hand, reducing your use of a resource and reusing it requires no additional energy to make new items.

Unit 15:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: Survival Through Change

Welcome to the teacher background podcast for Unit 15! We will be covering what students already know about the environmental impact on plants and animals preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

In second grade, students learned that environments have specific physical characteristics. These characteristics help the plants and animals living there thrive. An environment's soil type, amount of rainfall, temperature, and amount of light are physical characteristics. Plants and animals depend on these characteristics for survival. Additionally, students learned that some plants depend on living things, wind, and water for pollination and to move their seeds.

In third grade, students learn how temperature and precipitation affect plant and animal growth and behavior. An area's temperature is how hot or cold it is at a given time. An area's precipitation varies, and can change depending on the season. Precipitation includes rain, snow, hail, or sleet. Temperature and precipitation cause some animals to migrate or hibernate. Migration and hibernation are both animal behaviors.

Each year, certain animals migrate. When animals migrate, they move from one place to another. Sometimes animals migrate thousands of miles! Migration is a pattern of behavior in response to a change in temperature and precipitation. Migration often aligns with the changing of weather in seasons. Animals migrate for a reason, such as following the warmer temperatures. Some animals migrate to give birth to their young in a safer place. Sometimes, animals migrate to places where their food source is still easily available. For instance, hummingbirds migrate to breed. When the temperature in the south rises, hummingbirds journey north. They breed where it is cooler. When the weather cools down in the north, they journey back south!

Hibernation is another behavioral response animals have to changes in temperature and precipitation. Hibernation is a way for animals to save their energy by sleeping through the winter. When animals hibernate, they settle and sleep in a safe place, like a den underground or in a cave. When they hibernate, they use very little energy. They barely breathe, their heart rate lowers, and their body temperature drops to match the outside temperature. Some hibernating animals do not eat, whereas others wake up to eat and then go back to hibernating. Either way, hibernating animals don't tend to eat a lot, so their body uses stored fat. Squirrels are an example of a hibernating animal. When the temperature cools and the chance of snow increases, squirrels eat a lot of food to create fat to stay warm. They spend a lot of time in their dens to conserve energy.

Plants change their behavior in response to environmental changes, too. Plants can sense a change in temperature and seasons. When the days grow shorter and colder, some plants go dormant. During this time, the plants do not grow or develop. Dormancy helps plants survive cool temperatures by conserving their energy.

A common misconception among students is that animals do not wake up at all when they hibernate. This is not the case. Animals occasionally do wake to eat, and some even wake up to give birth. For instance, black bears, which are a common example of hibernating animals, wake up to give birth and care for their cubs.

Unit 16:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: The Texas Bluebonnet

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

Students enjoy learning about food chains! This topic is quick to engage because students love identifying the links among living organisms. There are many real-world examples of food chains and changes to food chains, which can be used throughout this unit.

In second grade, students learned that food chains demonstrate how living things depend on one another. Food chains show the connections between plants and animals. We use food chains to identify which living thing is dependent on another as its food source. In a food chain, there are producers and consumers.

In third grade, the standard expands and students will describe the flow of energy in a food chain. All food chains begin with the sun. Sunlight provides energy to the food chain. Energy flows from the sun to the producers. Producers, which are often plants, make their own food, using sunlight. Next, animals consume the producers. These animals are called consumers. When an animal eats a plant, the energy flows from the plant to the animal in the form of food. Some consumers eat other consumers. When this happens, energy flows from one consumer to the other. Let's explore the flow of energy in a pond ecosystem. A food chain in a pond ecosystem can include the sun, grass, grasshoppers, frogs, and hawks. The sun provides energy to the grass, and the grass uses sunlight to produce its own food. Next, the grasshoppers, which are consumers, eat the grass. The energy flows from the grass to the grasshoppers. When frogs eat the grasshoppers, energy flows from the grasshoppers to the frog. Finally, frogs are food for hawks. Can you guess the next flow of energy? You guessed it! Energy flows from the frog to the hawk.

Also, in this third grade unit, students will predict how changes in a food chain can affect the ecosystem. Consider the food chain from the pond ecosystem. Let's pretend to remove all the frogs from the pond. Now, there's the sun, grass, grasshoppers, and hawks. How will this affect the food chain and, in turn, the ecosystem? The sun still provides energy to the grass. Grasshoppers get their energy from eating the grass. But now we've removed frogs! There are no frogs to eat the grasshoppers. What do you think will happen to the grasshoppers? They will overpopulate without frogs to eat them. An overpopulation of grasshoppers causes more grass to be eaten. Also, we can't forget that frogs are food for hawks, so hawks will be affected. What do you think will happen to the hawks without their food source? They will leave the pond to find another place that has frogs.

A common misconception among students is that the top consumer on a food chain eats everything below it. Students think this because food chains have a linear appearance. However, this is not the case. This unit emphasizes how the removal of an organism from a food chain will affect the flow of energy. Students will learn that when an organism is removed, the organisms that eat it are often without a food source.

Unit 17:

TEXAS SCIENCE

Teacher Background Information Podcast

Third Grade: All Dried Up

Welcome to the teacher background podcast for Unit 17! We will be covering what students already know about organisms and their environments preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

In second grade, students learned that environments have specific physical characteristics that support the plants and animals living there. An environment's soil type, amount of rainfall, temperature, and amount of light are physical characteristics. Students also learned that living things depend on one another. For instance, some plants depend on living things, wind, and water for pollination and to carry their seeds. Food chains are another major focus in second grade. Students learned that food chains show the connections between plants and animals. Food chains contain producers and consumers. We use food chains to see what different animals eat.

For plants and animals to survive, their environment needs to meet their needs. Plants and animals need to have food, water, and shelter. Sometimes, natural changes, such as floods or droughts, occur in an environment. In third grade, students will learn that environmental changes can affect the organisms living in that environment. Natural changes can affect the plants' and animals' food or water sources. The changes can also affect their ability to find shelter. For instance, a wildfire can destroy a forest environment. Many of the trees burn down and are uninhabitable by the animals that need them. This causes the animals to find shelter elsewhere.

Changes to an environment can have positive or negative effects on organisms. While a change causes some organisms to move to a new location or die, other organisms do well. For instance, a drought in Texas is beneficial to the great blue heron and sandhill crane. They will thrive. However, some organisms will perish. Plants, such as algae and duckweed, and fish, such as striped bass and crayfish, will not survive a drought. Some organisms do not perish or thrive. They move. Organisms like mice, water snakes, and alligators will move to a new location.

A common misconception among students is that all changes to an environment negatively impact the organisms living there. While this can be the case quite often, it is not true for all organisms. A significant takeaway from this unit is that sometimes changes help an organism thrive, even if it's because another organism is floundering.

Unit 18:

TEXAS SCIENCE Teacher Background Information Podcast

Third Grade: Make an Impression

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

When students think of fossils, they immediately think of dinosaur bones in a museum. While dinosaur bones are a great example of fossils, they're not the only type! Students are quickly engaged with this topic. They love learning about the past.

In third grade, students identify fossils. Fossils are remains or traces of animals and plants that lived long ago. Fossils are evidence of past living organisms. They help people determine what various organisms looked like and how they lived. Body fossils are fossilized body parts of an organism. Remember, an organism can be an animal or a plant! Teeth, bones, shells, and leaves are examples of body fossils. Sometimes, we don't have a fossil of an organism's body. We might find a trace fossil instead. These fossils are evidence that a plant or animal once lived in an area, even if we don't have its body fossil. Trace fossils show how an animal or plant was active. For instance, a dinosaur footprint is a trace fossil. Its footprint is evidence the dinosaur lived in that area, even if we don't find any of its bones. In addition to footprints, eggs and burrows are trace fossils. They show evidence that an organism was once present.

Fossils also show people what the environment was like in the past. Plant fossils are used to determine the likely physical characteristics of the past environment. Fossils of leaves can show the types of plants once living in an area. From that, we can determine the likely temperature of the environment. Similarly, fossils of animals provide clues about the environment. Fossils of shark teeth are evidence that an area was once an oceanic environment.

A common misconception among students is that all fossils are bones. This unit will explore various fossils, not just bones, which should clarify this misconception.

Unit 19:

Teacher Background Information Podcast

Third Grade: Diving, Flying, Waddling: Ducks

Welcome to the teacher background podcast for Unit 19! We will be covering what students already know about the structures of organisms preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

Plants and animals have many unique features. Students enjoy identifying important, yet interesting, features of organisms! In science, the features are called structures. A giraffe's long neck, a porcupine's quills, and a leopard's claws are all animal structures. Plants have unique structures, too.

In second grade, students learned how the structures of a plant help it survive. Common plant structures include roots, stems, leaves, flowers, fruits, and seeds. A plant's roots gather water and help stabilize the plant. The stem holds the plant up and moves water and nutrients to the rest of the plant. A plant's leaves collect sunlight, water, and air. The leaves are the structure needed for a plant to make its own food. Flowers, fruits, and seeds all aid with a plant's reproduction. The flowers contain pollen, which is key for reproduction. Flowers and fruits contain seeds. Additionally, in second grade, students learned that animals have different structures and behaviors for survival. The structures and behaviors help the animals find and take in food, water, and air. For instance, an elephant's trunk helps it eat, drink, and breathe.

In third grade, students learn how animals' external structures and functions enable them to survive in their environment. External structures are on the outside of the animal. External structures have specific functions that are key for survival. The structure might help the animal defend itself, eat, move, hide, and more. When you think of a giraffe, what unique external structure comes to mind? Its long neck is a unique structure! The function of a giraffe's long neck is to assist the giraffe with obtaining food. The leaves giraffes eat are at the tops of trees. Long necks allow giraffes to reach the leaves easily. Another common example of an external structure is a duck's webbed feet. The webbed feet help the duck move. The webbing allows the duck to paddle easily through the water. The next time you see an animal, identify an interesting external structure. Then, see if you can determine the structure's function!

A common misconception is that students assume each structure has one function. However, this is not the case as structures can have several functions. Consider an elephant's trunk. The trunk is an external structure with many functions. An elephant's trunk helps it breathe, smell, grab food, and drink, just to name a few.

Unit 20:

TEXAS SCIENCE Teacher Background Information Podcast

Third Grade: Life Cycles

Welcome to the teacher background podcast for Unit 20! We will be covering what students already know about life cycles preparatory to this unit. You'll also learn how this unit builds on students' prior knowledge.

All plants and animals have unique life cycles. A life cycle shows the different stages in an organism's life. A life cycle shows how the organism grows and changes. Most life cycles start with a live birth, egg, or seedling. The stages in the life cycle show how the plant or animal grows. When the plant or animal is an adult or mature, it reproduces, and the life cycle begins again! Students love studying the changes in the organisms all around them. Therefore, this topic is quick to engage.

In second grade, students learned about animal life cycles and explored those in which the young animal does not resemble its parents. For instance, a caterpillar does not look like a butterfly, and a tadpole does not look like a frog. Sometimes, an animal looks different in each stage of its life cycle. Consider a frog's life cycle. A frog's life cycle includes the following stages: egg, tadpole, froglet, and frog. Each stage has a unique appearance. Frog eggs are jelly-like in appearance. Next, tadpoles have long tails and gills. Tadpoles grow into froglets. Froglets are young frogs. In this stage, the froglet grows legs, and its tail shortens. Finally, the froglet grows into an adult frog with fully formed legs and no tail.

In third grade, the standard expands, and students will explore, illustrate, and compare unique life cycles. We know that all plants and animals have unique life cycles. There can be similarities and differences among various life cycles. Life cycles can vary in how they start. They can start with seeds, eggs, or live birth. Sometimes, in a life cycle, the young animal looks similar to its parents. For example, foals resemble horses. Other times, the young animal does not look like its parents. For instance, a mealworm does not resemble a beetle. Let's compare two life cycles: the life cycle of a beetle and the life cycle of a lima bean. The stages in a beetle's life cycle are: egg, larva (mealworm), pupa, and adult (beetle). The stages in a lima bean's life cycle are: seed, germination, sprout (seedling), and adult (lima bean plant). While the life cycles vary in the first stage, both cycles show the organism growing and changing.

A common misconception among students is that life cycles have four stages. The reason for this misconception is that most life cycles are represented with four images. However, the number of stages can vary among different life cycles.

https://www.generationgenius.com/videolessons/animal-and-plant-life-cycles-video-for-kids/

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

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

Unit1 Week 1: https://cdn.studiesweekly.com/online/lesson_plans/TX-03-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%201.pdf

Unit 1 Week 2: https://cdn.studiesweekly.com/online/lesson_plans/TX-03-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%202.pdf

Update to Content Not Reviewed by SRP

Unit 1 Week 3: https://cdn.studiesweekly.com/online/lesson_plans/TX-03-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%203.pdf
Unit 1 Week 4: https://cdn.studiesweekly.com/online/lesson_plans/TX-03-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%204.pdf
Unit2:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2019/Lesson%20Plan%20Unit%202.pdf
Unit3:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2030/Lesson%20Plan%20Unit%203.pdf
Unit4:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2023/Lesson%20Plan%20Unit%204.pdf
Unit5:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2010/Lesson%20Plan%20Unit%205.pdf
Unit6:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2013/Lesson%20Plan%20Unit%206.pdf
Unit7:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2024/Lesson%20Plan%20Unit%207.pdf
Unit8:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2014/Lesson%20Plan%20Unit%208.pdf
Unit9:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2022/Lesson%20Plan%20Unit%209.pdf
Unit10:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2015/Lesson%20Plan%20Unit%2010.pdf
Unit11:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2021/Lesson%20Plan%20Unit%2011.pdf
Unit12:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2025/Lesson%20Plan%20Unit%2012.pdf
Unit13:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2027/Lesson%20Plan%20Unit%2013.pdf
Unit14:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2018/Lesson%20Plan%20Unit%2014.pdf
Unit15:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2016/Lesson%20Plan%20Unit%2015.pdf
Unit16:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2026/Lesson%20Plan%20Unit%2016.pdf
Unit17:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2028/Lesson%20Plan%20Unit%2017.pdf
Unit18:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2017/Lesson%20Plan%20Unit%2018.pdf
Unit19:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2029/Lesson%20Plan%20Unit%2019.pdf
Unit20:https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2020/Lesson%20Plan%20Unit%2020.pdf

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

Update to Content Not Reviewed by SRP

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

When resources are approved, they need to be included in an updated Teacher Edition

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

Resources that are being requested for approval are now documented in the updated Teacher Editions. These include references to the Unit Summary and Overview Videos, Lesson Slides, STAAR Test Prep and other printables that extend student learning. None of the new references in the Teacher Edition are for TEKS-bearing materials.

Screenshot of Currently Adopted Content

Unit 1 Week 1:
https://cdn.studiesweekly.com/online/lesson_plans/TX-03-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%201.pdf

UNIT 1: INTRODUCTION TO SCIENCE AND ENGINEERING

YOU CAN BE A SCIENTIST! YOU CAN BE AN ENGINEER! WEEK 1

TEXAS SCIENCE

GENERAL

3 StudiesWeekly

THIRD GRADE

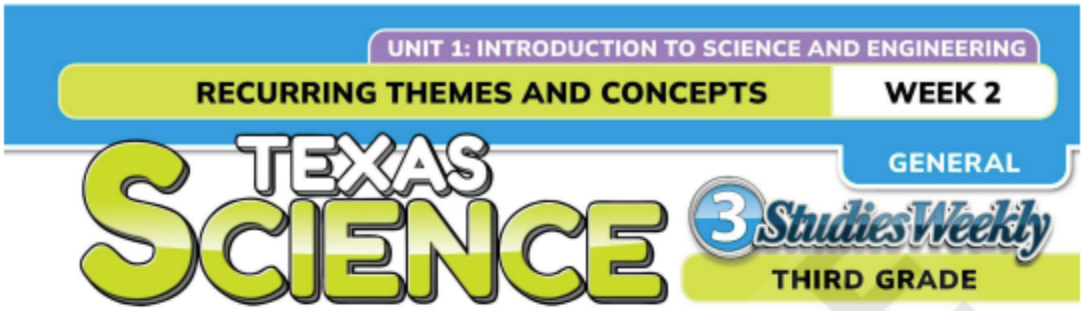
Unit Objectives

Students will be able to think like scientists and engineers, describe how to use tools safely, work in teams, identify how to have a growth mindset, and describe how scientists and engineers help others.

Activity Summary		Lesson Time	5E	Page
Week 1: You Can Be a Scientist! You Can Be an Engineer!		**3 Hours 45 Minutes Total**		
Day 1 45 min.	**1. Who Are Scientists and Engineers?**	45 minutes	Engage	1.7
	Optional: Careers in Science and Engineering	[15 minutes]	Elaborate	1.8
	Optional: Meet a Scientist and Engineer!	[15 minutes]	Elaborate	1.9
	Optional: Comparing Scientists and Engineers	[15 minutes]	Elaborate	1.9
	Optional: My Little Book of Scientists and Engineers	[15 minutes]	Elaborate	1.9
Day 2 45 min.	**2. Tools and Safety**	45 minutes	Explore	1.10
Day 3 45 min.	**3. Teamwork**	45 minutes	Explore	1.12
	Optional: Teamwork Is Terrific!	[15 minutes]	Elaborate	1.13
	Optional: Team Task Challenge	[30 minutes]	Elaborate	1.13
Day 4 45 min.	**4. Growth Mindset**	45 minutes	Explore	1.14
	Optional: Benefits of a Growth Mindset	[15 minutes]	Elaborate	1.15
	Optional: Growth or Fixed Mindset?	[15 minutes]	Elaborate	1.15
	Optional: #Growth Mindset Selfie	[15 minutes]	Elaborate	1.15
	Optional: My Resilience Movie	[15 minutes]	Elaborate	1.16
	Optional: Applied Science Writing	[15 minutes]	Elaborate	1.16
Day 5 45 min.	**5. Making Discoveries and Innovations**	45 minutes	Explore	1.17

Update to Content Not Reviewed by SRP

Unit 1 Week 2:
https://cdn.studiesweekly.com/online/lesson_plans/TX-03-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%202.pdf

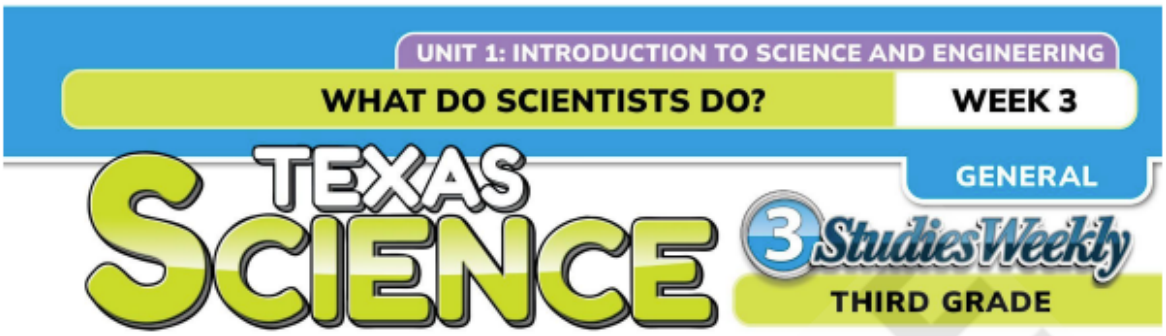


Unit Objectives
Students will be able to describe phenomena through the lenses of different recurring themes and concepts.

Activity Summary		Lesson Time	5E	Page
Week 2: Recurring Themes and Concepts		3 Hours 45 Minutes Total		
Day 1 45 min.	1. The Lens of Recurring Themes and Concepts	45 minutes	Engage	1.24
Day 2 45 min.	2. Cause and Effect and System and System Models	45 minutes	Explore	1.27
Day 3 45 min.	3. Structure and Function	45 minutes	Explore	1.30
Day 4 45 min.	4. Energy and Matter and Stability and Change	45 minutes	Explore	1.32
Day 5 45 min.	5. Scale, Proportion, and Quantity	45 minutes	Explore	1.34

Update to Content Not Reviewed by SRP

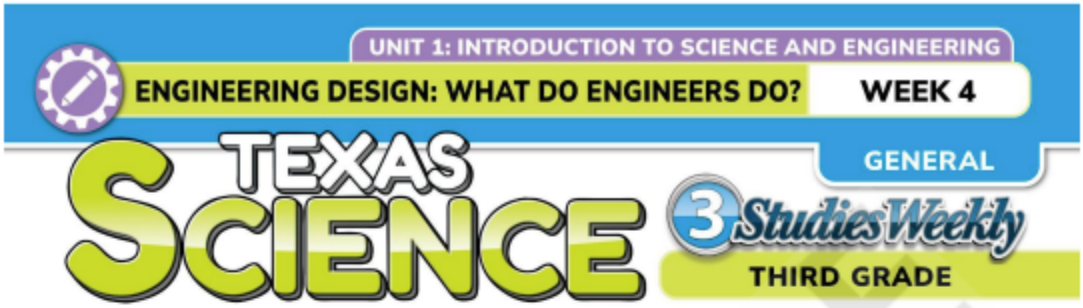
Unit 1 Week 3:
https://cdn.studiesweekly.com/online/lesson_plans/TX-03-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%203.pdf



Unit Objectives
Students will be able to describe and use the scientific and engineering practices.

Activity Summary		Lesson Time	5E	Page
Week 3: What Do Scientists Do?		3 Hours 45 Minutes Total		
Day 1 45 min.	1. Scientific and Engineering Practices	45 minutes	Engage	1.41
Day 2 45 min.	2. Plan and Conduct Investigations	45 minutes	Explore	1.43
Day 3 45 min.	3. Develop and Use Models	45 minutes	Explore	1.44
Day 4 45 min.	4. Collect and Analyze Data	45 minutes	Explore	1.46
Day 5 45 min.	5. Develop Explanations	45 minutes	Explore	1.48

Unit 1 Week 4:
https://cdn.studiesweekly.com/online/lesson_plans/TX-03-SN-EN-V2-UPDATE/Lesson%20Plan%20Week%204.pdf



Engineering Design Scenario	It's the end of the day and it's time for Alana to go home. Ms. Johnson gave their class a science project so Alana has a lot more materials to bring home than she thought. She also has to carry her lunch box, and she doesn't have any pockets!

Unit Objectives
Students will be able to identify and describe the steps of the engineering design process by defining a problem, designing and planning a solution, creating a prototype, testing a prototype, and identifying improvements based on criteria and constraints.

Activity Summary		**Lesson Time**	**EDP** (Engineering Design Process)	**Page**
Week 4: Engineering Design: What Do Engineers Do?		**3 Hours 45 Minutes Total**		
Day 1 45 min.	1. **The Engineering Design Process and Practices**	45 minutes	Define	1.54
Day 2 45 min.	2. **Ideate and Plan**	45 minutes	Develop	1.58
Day 3 45 min.	3. **Create**	45 minutes	Develop	1.61
Day 4 45 min.	4. **Test and Improve**	45 minutes	Optimize	1.63
Day 5 45 min.	5. **Communicate**	45 minutes	Optimize	1.65

Unit2:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2019/Lesson%20Plan%20Unit%202.pdf

Science Standard 3.6A	Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water.

Phenomenon	Gina and Jackson find treasures at Boca Chica Beach while swimming, digging, and using a metal detector.

Unit Objectives

Students will be able to collect observations and measurements as evidence of the physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water.

SEP	RTC
3.1E: Collect Evidence Collect observations and measurements as evidence.	**3.5C: Scale, Proportion, and Quantity** Use scale, proportion, and quantity to describe, compare, or model different systems.

Unit 3:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2030/Lesson%20Plan%20Unit%203.pdf

Science Standard 3.6B	Describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container.
EXPECTED STAAR Tested **Science Standard 3.6C**	Predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances such as ice becoming liquid water, condensation forming on the outside of a glass, or liquid water being heated to the point of becoming water vapor (gas).

Phenomenon	An ice storm covered the state of Texas in a thick layer of ice.

Unit Objectives	
Students will be able to develop explanations of what causes a substance to change states of matter.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5B: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Unit 4:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2023/Lesson%20Plan%20Unit%204.pdf

Science Standard 3.6D	Demonstrate that materials can be combined based on their physical properties to create or modify objects such as building a tower or adding clay to sand to make a stronger brick and justify the selection of materials based on their physical properties.

Engineering Design Scenario	Steven, Claire, Miguel, and Alana have a big dodgeball game coming up against the fifth graders. They need to figure out which material to build their fort with that will withstand the dodgeballs.

Unit Objectives	
Students will be able to demonstrate that materials can be combined based on their properties and structure to create or modify a functional object.	
SEP	**RTC**
3.1B: Design Solutions Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems.	**3.5F: Structure and Function** Explain the relationship between the structure and function of objects, organisms, and systems.

Unit 5:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2010/Lesson%20Plan%20Unit%205.pdf

Science Standard 3.7A	Demonstrate and describe forces acting on an object in contact or at a distance, including magnetism, gravity, and pushes and pulls.

Phenomenon	**Week 9:** Football players need protective gear.
	Week 10: A paper clip falls out of reach.

Alternate Phenomenon	Play tag football outside.

Unit Objectives

Students will be able to develop and use models to demonstrate and describe the effect of forces acting on an object in contact or at a distance.

SEP	RTC
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**3.5B: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Unit 6:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2013/Lesson%20Plan%20Unit%206.pdf

EXPECTED STAAR Tested	**Science Standard 3.7B**	Plan and conduct a descriptive investigation to demonstrate and explain how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons.

Phenomenon	A soccer ball moves when it is kicked.

Unit Objectives	
Students will be able to plan and conduct an investigation to provide evidence of how position and motion can be changed by pushing and pulling objects.	
SEP	**RTC**
3.1B: Plan and Conduct Investigations Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems.	**3.5B: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Update to Content Not Reviewed by SRP

Unit 7:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2024/Lesson%20Plan%20Unit%207.pdf

EXPECTED STAAR Tested — **Science Standard 3.8A**	Identify everyday examples of energy, including light, sound, thermal, and mechanical.

Phenomenon	Alana, Claire, Steven, and Cameron enjoy a campfire.

Unit Objectives

Students will be able to identify and explain the types of energy, including light, sound, thermal, and mechanical, found in a campfire.

SEP	RTC
3.3A: Develop Explanations Develop explanations and propose solutions supported by data and models.	**3.5E: Energy and Matter** Investigate the flow of energy and cycling of matter through systems.

Unit 8:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2014/Lesson%20Plan%20Unit%208.pdf

EXPECTED STAAR Tested — **Science Standard 3.8B**	Plan and conduct investigations that demonstrate how the speed of an object is related to its mechanical energy.

Engineering Design Scenario	Natalia, Cameron, and Jackson are stuck inside on a rainy day. They decide that they want to have a car race, but they do not have any cars. They look around and find some materials in the house that they could use to build cars. They decide to build cars and race them using only what they have available to them!

Unit Objectives

Students will be able to use the engineering practices to design solutions that model the relationship between speed and mechanical energy within a system.

SEP	RTC
3.1B: Design Solutions Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems.	**3.5D: Systems and System Models** Examine and model the parts of a system and their interdependence in the function of the system.

Unit 9:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2022/Lesson%20Plan%20Unit%209.pdf

EXPECTED STAAR Tested **Science Standards**	**3.9A:** Construct models and explain the orbits of the sun, Earth, and moon in relation to each other.
	3.9B: Identify the order of the planets in Earth's solar system in relation to the sun.

Phenomenon	A year is 365 days long.

Unit Objectives	
Students will be able to construct models to explain the orbit of the sun, Earth, and moon system and identify the order of the planets in relation to the sun.	
SEP	**RTC**
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**3.5D: Systems and System Models** Examine and model the parts of a system and their interdependence in the function of the system.

Update to Content Not Reviewed by SRP

Unit 10:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2015/Lesson%20Plan%20Unit%2010.pdf

EXPECTED STAAR Tested — **Science Standards 3.10A**	Compare and describe day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.

Phenomenon	While talking over video chat, Gina, Claire, and Miguel notice that the weather in Crystal Beach and Amarillo, Texas, is different.

Unit Objectives	
Students will be able to compare and describe data from day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.	
SEP	**RTC**
3.2A: Analyze Data Analyze data by identifying any significant patterns.	**3.5A: Patterns** Identify and use patterns to explain scientific phenomena or to design solutions.

Unit 11:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2021/Lesson%20Plan%20Unit%2011.pdf

Science Standard 3.10B	Investigate and explain how soils such as sand and clay are formed by weathering of rock and by decomposition of plant and animal remains.

Phenomenon	As you dig deeper into the soil, it begins to look different, exposing rocks and worms in the dirt.

Unit Objectives	
Students will be able to develop explanations about how weathering and decomposition cause soil to form.	
SEP	**RTC**
3.3A Develop Explanations Develop explanations supported by data and models.	**3.5B: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Unit 12:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2025/Lesson%20Plan%20Unit%2012.pdf

EXPECTED STAAR Tested **Science Standards 3.10C**	Model and describe rapid changes in Earth's surface, such as volcanic eruptions, earthquakes, and landslides.

Phenomenon	Natalia, Cameron, and Jackson can't agree on how rocks and dirt came to be piled up in the middle of the bike path.

Unit Objectives	
Students will be able to develop models to describe rapid changes on Earth's surface.	
SEP	**RTC**
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**3.5G: Stability and Change** Explain how factors or conditions impact stability and change in objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit 13:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2027/Lesson%20Plan%20Unit%2013.pdf

Science Standards	**3.11A:** Explore and explain how humans use natural resources such as in construction, in agriculture, in transportation, and to make products.
	3.11B: Explain why the conservation of natural resources is important.

Phenomenon	When Steven and Natalia's car runs out of gas, they wonder what would happen if the Earth ran out of essential natural resources, like oil, timber, and plants.

Unit Objectives	
The student will be able to explain how humans use natural resources and what effect a shortage of a natural resource has on humans.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5D: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Unit 14:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2018/Lesson%20Plan%20Unit%2014.pdf

EXPECTED STAAR Tested **Science Standard 3.11C**	Identify ways to conserve natural resources through reducing, reusing, or recycling.

Engineering Design Scenario	Many trees are cut down in high numbers around the world so that we have paper to use.

Unit Objectives

Students will be able to use engineering design practices to design a solution with the structure and function to conserve natural resources.

SEP	RTC
3.1B: Design Solutions Use engineering practices to design solutions to problems.	**3.5F: Structure and Function** Explain the relationship between the structure and function of objects, organisms, and systems.

Unit 15:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2016/Lesson%20Plan%20Unit%2015.pdf

EXPECTED STAAR Tested **Science Standard 3.12A**	Explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy.

STAAR® is a federally registered mark owned by TEA. This product is not sponsored by, endorsed by, or affiliated with TEA (Texas Education Agency).

Phenomenon	Plants and animals respond to changes in temperature and precipitation.

Unit Objectives	
Students will be able to explain how temperature and precipitation patterns affect animal growth and behavior and plant responses.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5A: Patterns** Identify and use patterns to explain scientific phenomena or to design solutions.

Unit 16:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2026/Lesson%20Plan%20Unit%2016.pdf

Science Standard 3.12B	Identify and describe the flow of energy in a food chain and predict how changes in a food chain, such as removal of frogs from a pond or bees from a field, affect the ecosystem.

Phenomenon	Every spring, Claire and her family drive to see the fields of Texas bluebonnets. This year, Claire noticed there were fewer of these beautiful flowers.

Unit Objectives

Students will be able to develop models that identify and describe the flow of energy in a food chain and predict the cause and effect of changes in the ecosystem.

SEP	RTC
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**3.5E: Energy and Matter** Investigate the flow of energy and cycling of matter through systems.

Unit 17:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2028/Lesson%20Plan%20Unit%2017.pdf

Science Standard 3.12C	Describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations.

Phenomenon	A lake dries up because of a drought.

Unit Objectives	
Students will be able to develop explanations that describe how natural changes to the environment cause stability and change for organisms.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5G: Stability and Change** Explain how factors or conditions impact stability and change in objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit 18:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2017/Lesson%20Plan%20Unit%2018.pdf

Science Standard 3.12D	Identify fossils as evidence of past living organisms and environments, including common Texas fossils.

Phenomenon	Natalia, Claire, and Cameron see seashell fossils as they explore Mineral Wells Fossil Park.

Unit Objectives

The students will be able to identify and explain how fossils provide evidence of the changes that occurred in organisms and environmental systems.

SEP	RTC
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5G: Stability and Change** Explain how factors or conditions impact stability and change in objects, organisms, and systems.

Unit 19:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2029/Lesson%20Plan%20Unit%2019.pdf

EXPECTED STAAR Tested **Science Standard 3.13A**	Explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment.

Phenomenon	Ducks can live in the water, air, and on land.

Unit Objectives

Students will be able to explore and explain how the external structures and functions of animals enable them to survive in their environment.

SEP	RTC
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5F: Structure and Function** Explain the relationship between the structure and function of objects, organisms, and systems.

Unit 20:
https://cdn.studiesweekly.com/online/unit_group_teacher_edition_pdfs/2020/Lesson%20Plan%20Unit%2020.pdf

EXPECTED STAAR Tested **Science Standard 3.13B**	Explore, illustrate, and compare life cycles in organisms such as beetles, crickets, radishes, or lima beans.

STAAR® is a federally registered mark owned by TEA. This product is not sponsored by, endorsed by, or affiliated with TEA (Texas Education Agency).

Phenomenon	A tree grows over time.

Unit Objectives

Students will be able to develop and use models to explore, illustrate, and compare the patterns in life cycles.

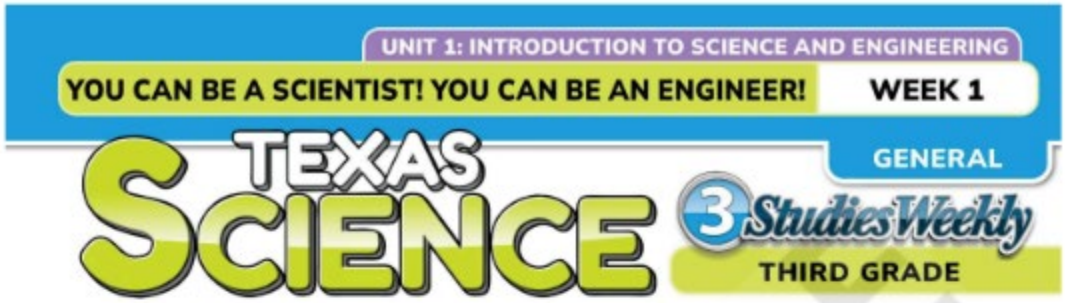
SEP	RTC
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes.	**3.5A: Patterns** Identify and use patterns to explain scientific phenomena or to design solutions.

Screenshot of Proposed Updated Content

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

Update to Content Not Reviewed by SRP

Unit 1 Week 1:
https://drive.google.com/file/d/1H6nEs3TJO3hiET8WoN6kFC8Dmbn5Xvdg/view?usp=drive_link

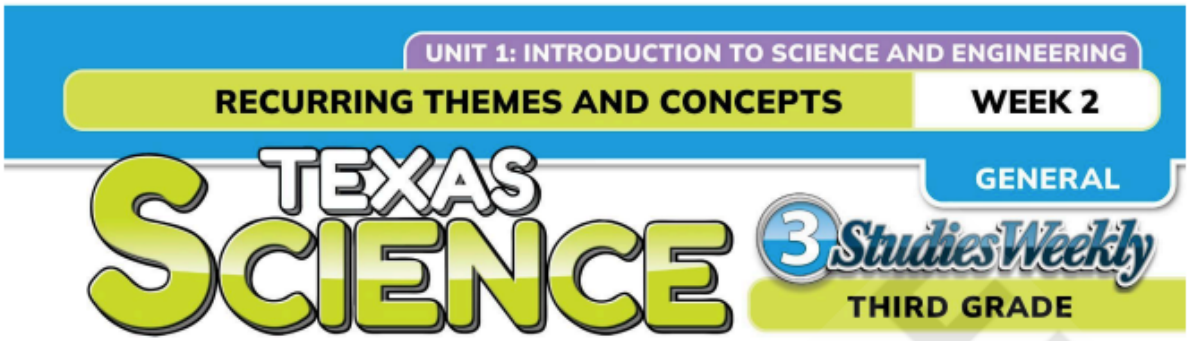


Unit Objectives

Students will be able to think like scientists and engineers, describe how to use tools safely, work in teams, identify how to have a growth mindset, and describe how scientists and engineers help others.

Activity Summary		Lesson Time	5E	Page
Week 1: You Can Be a Scientist! You Can Be an Engineer!		**3 Hours 45 Minutes Total**		
Day 1 45 min.	**1. Who Are Scientists and Engineers?**	45 minutes	Engage	1.7
	Optional: Careers in Science and Engineering	[15 minutes]	Elaborate	1.8
	Optional: Meet a Scientist and Engineer!	[15 minutes]	Elaborate	1.9
	Optional: Comparing Scientists and Engineers	[15 minutes]	Elaborate	1.9
	Optional: My Little Book of Scientists and Engineers	[15 minutes]	Elaborate	1.9
Day 2 45 min.	**2. Tools and Safety**	45 minutes	Explore	1.10
Day 3 45 min.	**3. Teamwork**	45 minutes	Explore	1.12
	Optional: Teamwork Is Terrific!	[15 minutes]	Elaborate	1.13
	Optional: Team Task Challenge	[30 minutes]	Elaborate	1.13
Day 4 45 min.	**4. Growth Mindset**	45 minutes	Explore	1.14
	Optional: Benefits of a Growth Mindset	[15 minutes]	Elaborate	1.15
	Optional: Growth or Fixed Mindset?	[15 minutes]	Elaborate	1.15
	Optional: #Growth Mindset Selfie	[15 minutes]	Elaborate	1.15
	Optional: My Resilience Movie	[15 minutes]	Elaborate	1.16
	Optional: Applied Science Writing	[15 minutes]	Elaborate	1.16
Day 5 45 min.	**5. Making Discoveries and Innovations**	45 minutes	Explore	1.17

Unit 1 Week 2:
https://drive.google.com/file/d/1MQuy8j3eC5tKeP4NcTDByPk0JfS2uYh-/view?usp=drive_link



Unit Objectives
Students will be able to describe phenomena through the lenses of different recurring themes and concepts.

Activity Summary		Lesson Time	5E	Page
Week 2: Recurring Themes and Concepts		3 Hours 45 Minutes Total		
Day 1 45 min.	1. The Lens of Recurring Themes and Concepts	45 minutes	Engage	1.25
Day 2 45 min.	2. Cause and Effect and System and System Models	45 minutes	Explore	1.28
Day 3 45 min.	3. Structure and Function	45 minutes	Explore	1.31
Day 4 45 min.	4. Energy and Matter and Stability and Change	45 minutes	Explore	1.33
Day 5 45 min.	5. Scale, Proportion, and Quantity	45 minutes	Explore	1.35

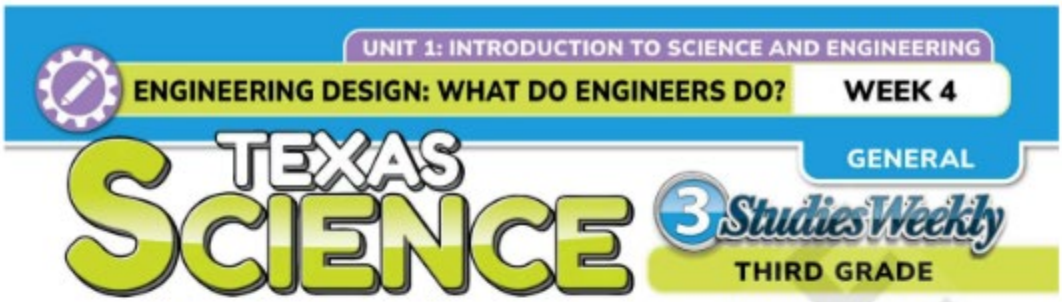
Update to Content Not Reviewed by SRP

Unit 1 Week 3:
https://drive.google.com/file/d/10vf5MnQVamb1Enco5dqCpR7D30KlheIy/view?usp=drive_link

Unit Objectives
Students will be able to describe and use the scientific and engineering practices.

Activity Summary		Lesson Time	5E	Page
Week 3: What Do Scientists Do?		3 Hours 45 Minutes Total		
Day 1 45 min.	1. Scientific and Engineering Practices	45 minutes	Engage	1.43
Day 2 45 min.	2. Plan and Conduct Investigations	45 minutes	Explore	1.45
Day 3 45 min.	3. Develop and Use Models	45 minutes	Explore	1.46
Day 4 45 min.	4. Collect and Analyze Data	45 minutes	Explore	1.48
Day 5 45 min.	5. Develop Explanations	45 minutes	Explore	1.50

Unit 1 Week 4:
https://drive.google.com/file/d/15PssdJ9seZvt48BNgjlxjjX3lIXnEEF1/view?usp=drive_link



Engineering Design Scenario	It's the end of the day and it's time for Alana to go home. Ms. Johnson gave their class a science project so Alana has a lot more materials to bring home than she thought. She also has to carry her lunch box, and she doesn't have any pockets!

Unit Objectives

Students will be able to identify and describe the steps of the engineering design process by defining a problem, designing and planning a solution, creating a prototype, testing a prototype, and identifying improvements based on criteria and constraints.

Activity Summary		Lesson Time	EDP (Engineering Design Process)	Page
Week 4: Engineering Design: What Do Engineers Do?		**3 Hours 45 Minutes Total**		
Day 1 45 min.	1. The Engineering Design Process and Practices	45 minutes	Define	1.57
Day 2 45 min.	2. Ideate and Plan	45 minutes	Develop	1.61
Day 3 45 min.	3. Create	45 minutes	Develop	1.64
Day 4 45 min.	4. Test and Improve	45 minutes	Optimize	1.66
Day 5 45 min.	5. Communicate	45 minutes	Optimize	1.68

Unit 2:
https://drive.google.com/file/d/1DckdPmVgBnRq21Jx4UdHHEEhuxxRHouZ/view?usp=drive_link

Science Standard 3.6A	Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water.

Phenomenon	Gina and Jackson find treasures at Boca Chica Beach while swimming, digging, and using a metal detector.

Unit Objectives	
Students will be able to collect observations and measurements as evidence of the physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water.	
SEP	**RTC**
3.1E: Collect Evidence Collect observations and measurements as evidence.	**3.5C: Scale, Proportion, and Quantity** Use scale, proportion, and quantity to describe, compare, or model different systems.

Unit 3:
https://drive.google.com/file/d/1gKx0zKHwCXiV0fUtsXDtmz6SPCk9eCw7/view?usp=drive_link

Science Standard 3.6B	Describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container.
EXPECTED STAAR Tested **Science Standard 3.6C**	Predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances such as ice becoming liquid water, condensation forming on the outside of a glass, or liquid water being heated to the point of becoming water vapor (gas).

Phenomenon	An ice storm covered the state of Texas in a thick layer of ice.

Unit Objectives	
Students will be able to develop explanations of what causes a substance to change states of matter.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5B: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Unit 4:
https://drive.google.com/file/d/19syJxLKqx5at60bBjKtxYqwqY3u-wJJG/view?usp=drive_link

Science Standard 3.6D	Demonstrate that materials can be combined based on their physical properties to create or modify objects such as building a tower or adding clay to sand to make a stronger brick and justify the selection of materials based on their physical properties.

Engineering Design Scenario	Steven, Claire, Miguel, and Alana have a big dodgeball game coming up against the fifth graders. They need to figure out which material to build their fort with that will withstand the dodgeballs.

Unit Objectives

Students will be able to demonstrate that materials can be combined based on their properties and structure to create or modify a functional object.

SEP	RTC
3.1B: Design Solutions Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems.	**3.5F: Structure and Function** Explain the relationship between the structure and function of objects, organisms, and systems.

Unit 5:
https://drive.google.com/file/d/1YCZjt3pk_bMql1Q8sdGh0nCvAmNzcz0d/view?usp=drive_link

Science Standard 3.7A	Demonstrate and describe forces acting on an object in contact or at a distance, including magnetism, gravity, and pushes and pulls.

Phenomenon	**Week 9:** Football players need protective gear.
	Week 10: A paper clip falls out of reach.

Alternate Phenomenon	Play tag football outside.

Unit Objectives	
Students will be able to develop and use models to demonstrate and describe the effect of forces acting on an object in contact or at a distance.	
SEP	**RTC**
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**3.5B: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Unit 6:
https://drive.google.com/file/d/1x8wQH2smlQdgtauiGv0YNnFXVYJOb6os/view?usp=drive_link

EXPECTED STAAR Tested **Science Standard 3.7B**	Plan and conduct a descriptive investigation to demonstrate and explain how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons.

Phenomenon	A soccer ball moves when it is kicked.

Unit Objectives

Students will be able to plan and conduct an investigation to provide evidence of how position and motion can be changed by pushing and pulling objects.

SEP	RTC
3.1B: Plan and Conduct Investigations Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems.	**3.5B: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Unit 7:
https://drive.google.com/file/d/1r_M-nTt359rPZ7__JXTHmHrghiri4fNS/view?usp=drive_link

EXPECTED STAAR Tested **Science Standard 3.8A**	Identify everyday examples of energy, including light, sound, thermal, and mechanical.

Phenomenon	Alana, Claire, Steven, and Cameron enjoy a campfire.

Unit Objectives	
Students will be able to identify and explain the types of energy, including light, sound, thermal, and mechanical, found in a campfire.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations and propose solutions supported by data and models.	**3.5E: Energy and Matter** Investigate the flow of energy and cycling of matter through systems.

Update to Content Not Reviewed by SRP

Unit 8:
https://drive.google.com/file/d/1WOs2YngzcYQFeBqqC3jclK6eHv73zIFG/view?usp=drive_link

EXPECTED STAAR Tested — **Science Standard 3.8B**	Plan and conduct investigations that demonstrate how the speed of an object is related to its mechanical energy.

Engineering Design Scenario	Natalia, Cameron, and Jackson are stuck inside on a rainy day. They decide that they want to have a car race, but they do not have any cars. They look around and find some materials in the house that they could use to build cars. They decide to build cars and race them using only what they have available to them!

Unit Objectives

Students will be able to use the engineering practices to design solutions that model the relationship between speed and mechanical energy within a system.

SEP	RTC
3.1B: Design Solutions Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems.	**3.5D: Systems and System Models** Examine and model the parts of a system and their interdependence in the function of the system.

Update to Content Not Reviewed by SRP

Unit 9:
https://drive.google.com/file/d/1FeOtlmnfGKo9en-nSMQOQv6hXSa8VLfs/view?usp=drive_link

Science Standards	**3.9A:** Construct models and explain the orbits of the sun, Earth, and moon in relation to each other.
	3.9B: Identify the order of the planets in Earth's solar system in relation to the sun.

Phenomenon	A year is 365 days long.

Unit Objectives	
Students will be able to construct models to explain the orbit of the sun, Earth, and moon system and identify the order of the planets in relation to the sun.	
SEP	**RTC**
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**3.5D: Systems and System Models** Examine and model the parts of a system and their interdependence in the function of the system.

Unit 10:
https://drive.google.com/file/d/16MGFZxrdEKaURt9pYuR8k-0QTd4yunPA/view?usp=drive_link

EXPECTED STAAR Tested **Science Standards 3.10A**	Compare and describe day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.

Phenomenon	While talking over video chat, Gina, Claire, and Miguel notice that the weather in Crystal Beach and Amarillo, Texas, is different.

Unit Objectives	
Students will be able to compare and describe data from day-to-day weather in different locations at the same time, including air temperature, wind direction, and precipitation.	
SEP	**RTC**
3.2A: Analyze Data Analyze data by identifying any significant patterns.	**3.5A: Patterns** Identify and use patterns to explain scientific phenomena or to design solutions.

Update to Content Not Reviewed by SRP

Unit 11:
https://drive.google.com/file/d/1l6rTla3mVOB4UjB1GXPVYN_zhHwxIbPF/view?usp=drive_link

Science Standard 3.10B	Investigate and explain how soils such as sand and clay are formed by weathering of rock and by decomposition of plant and animal remains.

Phenomenon	As you dig deeper into the soil, it begins to look different, exposing rocks and worms in the dirt.

Unit Objectives	
Students will be able to develop explanations about how weathering and decomposition cause soil to form.	
SEP	**RTC**
3.3A Develop Explanations Develop explanations supported by data and models.	**3.5B: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Unit 12:
https://drive.google.com/file/d/11vVJSc4gbZST-NKG23S5y3yEbYAPv9rp/view?usp=drive_link

EXPECTED STAAR Tested — **Science Standards 3.10C**	Model and describe rapid changes in Earth's surface, such as volcanic eruptions, earthquakes, and landslides.

Phenomenon	Natalia, Cameron, and Jackson can't agree on how rocks and dirt came to be piled up in the middle of the bike path.

Unit Objectives	
Students will be able to develop models to describe rapid changes on Earth's surface.	
SEP	**RTC**
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**3.5G: Stability and Change** Explain how factors or conditions impact stability and change in objects, organisms, and systems.

Unit 13:
https://drive.google.com/file/d/1kL3AHqiXa2pfpQTOmkuVH8PgjSved9i9/view?usp=drive_link

Science Standards	**3.11A:** Explore and explain how humans use natural resources such as in construction, in agriculture, in transportation, and to make products.
	3.11B: Explain why the conservation of natural resources is important.

Phenomenon	When Steven and Natalia's car runs out of gas, they wonder what would happen if the Earth ran out of essential natural resources, like oil, timber, and plants.

Unit Objectives	
The student will be able to explain how humans use natural resources and what effect a shortage of a natural resource has on humans.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5D: Cause and Effect** Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Update to Content Not Reviewed by SRP

Unit 14:
https://drive.google.com/file/d/1dNi61XzzuYhfsloulqL6BkR6UZdFsOKC/view?usp=drive_link

EXPECTED STAAR Tested — **Science Standard 3.11C**	Identify ways to conserve natural resources through reducing, reusing, or recycling.

STAAR® is a federally registered mark owned by TEA. This product is not sponsored by, endorsed by, or affiliated with TEA (Texas Education Agency).

Engineering Design Scenario	Many trees are cut down in high numbers around the world so that we have paper to use.

Unit Objectives

Students will be able to use engineering design practices to design a solution with the structure and function to conserve natural resources.

SEP	RTC
3.1B: Design Solutions Use engineering practices to design solutions to problems.	**3.5F: Structure and Function** Explain the relationship between the structure and function of objects, organisms, and systems.

Update to Content Not Reviewed by SRP

Unit 15:
https://drive.google.com/file/d/1MkKSycXMb_Lrh2AyaVx58sLuHwhbnuv6/view?usp=drive_link

EXPECTED STAAR Tested **Science Standard 3.12A**	Explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy.

Phenomenon	Plants and animals respond to changes in temperature and precipitation.

Unit Objectives	
Students will be able to explain how temperature and precipitation patterns affect animal growth and behavior and plant responses.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5A: Patterns** Identify and use patterns to explain scientific phenomena or to design solutions.

Unit 16:
https://drive.google.com/file/d/1bgpTzgxwEReU8dvV0gt4mWYvR4_YZp3o/view?usp=drive_link

Science Standard 3.12B	Identify and describe the flow of energy in a food chain and predict how changes in a food chain, such as removal of frogs from a pond or bees from a field, affect the ecosystem.

Phenomenon	Every spring, Claire and her family drive to see the fields of Texas bluebonnets. This year, Claire noticed there were fewer of these beautiful flowers.

Unit Objectives

Students will be able to develop models that identify and describe the flow of energy in a food chain and predict the cause and effect of changes in the ecosystem.

SEP	RTC
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.	**3.5E: Energy and Matter** Investigate the flow of energy and cycling of matter through systems.

Unit 17:
https://drive.google.com/file/d/1QJgl260hIONf1xH5AfPJY4c_l9Pjo1vn/view?usp=drive_link

Science Standard 3.12C	Describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations.

Phenomenon	A lake dries up because of a drought.

Unit Objectives	
Students will be able to develop explanations that describe how natural changes to the environment cause stability and change for organisms.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5G: Stability and Change** Explain how factors or conditions impact stability and change in objects, organisms, and systems.

Unit 18:
https://drive.google.com/file/d/1PoYKJFgpjcrJNL0FvSmqdnrWKkfKHteZ/view?usp=drive_link

Science Standard 3.12D	Identify fossils as evidence of past living organisms and environments, including common Texas fossils.

Phenomenon	Natalia, Claire, and Cameron see seashell fossils as they explore Mineral Wells Fossil Park.

Unit Objectives	
The students will be able to identify and explain how fossils provide evidence of the changes that occurred in organisms and environmental systems.	
SEP	**RTC**
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5G: Stability and Change** Explain how factors or conditions impact stability and change in objects, organisms, and systems.

Unit 19:
https://drive.google.com/file/d/1xyo-Ra04dAow_0mynNv2zoTbFOcY1YJT/view?usp=drive_link

EXPECTED STAAR Tested **Science Standard 3.13A**	Explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment.

Phenomenon	Ducks can live in the water, air, and on land.

Unit Objectives

Students will be able to explore and explain how the external structures and functions of animals enable them to survive in their environment.

SEP	RTC
3.3A: Develop Explanations Develop explanations supported by data and models.	**3.5F: Structure and Function** Explain the relationship between the structure and function of objects, organisms, and systems.

Unit 20:
https://drive.google.com/file/d/1EMOlziw1AtJjWtQTlpMcosMnmRup579K/view?usp=drive_link

EXPECTED STAAR Tested — Science Standard 3.13B	Explore, illustrate, and compare life cycles in organisms such as beetles, crickets, radishes, or lima beans.

Phenomenon	A tree grows over time.

Unit Objectives	
Students will be able to develop and use models to explore, illustrate, and compare the patterns in life cycles.	
SEP	**RTC**
3.1G: Develop and Use Models Develop and use models to represent phenomena, objects, and processes.	**3.5A: Patterns** Identify and use patterns to explain scientific phenomena or to design solutions.

Signature: By entering your name below, you are signing this document electronically. You

agree that your electronic signature is the equivalent of your manual signature.

X Clayton Chamberlain

Date Submitted: March 11, 2024