Proclamation 2024: Report of Editorial Changes Addendum

This report contains the publishers' proposed changes resulting from an editorial review conducted after submitting preadoption samples. This is an addendum to the *Proclamation 2024*: Report of Editorial Changes presented to the State Board of Education at the September 2023 meeting and only contains changes reported by publishers after the September 2023 meeting through October 31, 2023.

Publisher: Savvas Learning

Science, Grade K

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 7

Location: ENGLISH LANGUAGE PROFICIENCY STANDARDSENGLISH LANGUAGE ARTS AND READING STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new language structures, expressions, and basic and academic language heard during classroom instruction and interactions.
Speaking 3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
Reading 4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.
Also Speaking 3F; Reading 4F

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

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new language structures, expressions, and basic and academic language heard during classroom instruction and interactions.
Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
Reading 4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.
Also Speaking 3F, 3G; Reading 4F

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
Math K.6A Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.
Math K.8A Collect, sort, and organize data into two or three categories.

SOCIAL STUDIES STANDARDS

K.13.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.
K.14.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 60

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

Original Text: Objective
Students will compare the effects of different amounts of light on the appearance of objects.

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 167

Location: ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR K.6B Provide an oral, pictorial, or written response to a text.
ELAR K.6F Respond using newly acquired vocabulary as appropriate.

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR K.6B Provide an oral, pictorial, or written response to a text.
ELAR K.6F Respond using newly acquired vocabulary as appropriate.

SOCIAL STUDIES TEKS
SS K.13.A Identify and state facts based on relevant evidence.
Also SS K.14.C

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 111

Location: ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS

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

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH K.7A Give an example of a measurable attribute of a given object, including length, capacity, and weight.

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

ELAR K.3C Identify and use words that name actions; directions, positions,

sequences, categories such as colors, shapes, and textures; and locations.
Also ELAR K.1C, K.6F

Component: *Grade K Teacher Guide*

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Current Page Number(s): 7

Location: Home Connection Box

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 62

Location: Related Phenomenon

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 170

Location: Topic 7, Launch

Original Text: Anchoring Phenomenon Video
•Have students watch and respond to the Anchoring Phenomenon video about
a pelican catching a fish. Ask Why does a pelican have a large mouth and
wings? Do not explain to students what they are watching or how the pelican

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

Updated Text: Anchoring Phenomenon Video
•Have students watch and respond to the Anchoring Phenomenon video about a pelican catching a fish. Ask Why does a pelican have a large mouth and wings? Do not explain to students what they are watching or how the pelican captures its food.
•Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like science, is an iterative process. It's okay to start with one idea and revise your idea as you get more information.

Texas Connection There are several types of pelicans that live in Texas. Large colonies of Eastern Brown Pelicans can be found in Corpus Christi Bay. American White Pelicans are found throughout the state in both coastal and inland areas.

Component: *Grade K Teacher Guide*

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Current Page Number(s): 118

Location: Related Phenomenon

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

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

Component: *Grade K Teacher Guide*

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Current Page Number(s): 16

Location: Differentiated Instruction Box

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

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

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

Component: *Grade K Teacher Guide*

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Current Page Number(s): 64

Location: Differentiated Instruction Box

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 172

Location: Experience 1, Animal Parts, At a Glance

Original Text: Objective
Students will identify that animals have different structures that interact with the environment and help the animals survive.

Updated Text: Objectives
Students will identify that animals have different structures that interact with the environment and help the animals survive.

Students will describe the relationship between the structure and function of body parts shown on a mask they make.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 124

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

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

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

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

Component: *Grade K Student Activity Companion*

ISBN: 9781323223291

Current Page Number(s): 38

Location: Hands-On Station Activity

Original Text: 3. Share Explain how you sorted the rocks.

Updated Text: 3. Describe Explain how you sorted the rocks.

Component: *Grade K Digital Component*

ISBN: 9781428553767

Current Page Number(s): Exit Ticket slide

Location: Key Ideas Presentation, Exit Ticket Slide, Teacher Support notes

Original Text: Exit Ticket
Teacher Support

Updated Text: Exit Ticket
Teacher Support
If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 20

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

Original Text: Students will classify objects using different properties.

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 68

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

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 180

Location: Experience 2, Needs of Animals, At a Glance

Original Text: Objective
Students will identify and describe how animals are dependent on their environment to meet their needs.

TEKS
K.3C Listen actively to others' explanations to identify important evidence
and engage respectfully in scientific discussion.

Updated Text: Objectives
Students will identify and describe how animals are dependent on their environment to meet their needs.

Students will write words to record data about how an animal meets its needs.

TEKS
K.5F Describe the relationship between structure and function of objects.
Also K.3C

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 128

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

Original Text: SAFETY Make sure to choose a safe location for the walk. Check for plant
allergies. Remind students to wash their hands after touching rocks or soil.
Demonstrate safe practices during investigations as outlined in Texas Education
Agency-approved safety standards.

Updated Text: SAFETY Make sure to choose a safe location for the walk. Check for plant
allergies. Remind students to wash their hands after touching rocks or soil.
Demonstrate safe practices during investigations as outlined in Texas Education
Agency-approved safety standards.

(edit, moved paragraph to new location under Safety Note)
When planning your walk, ensure that you consider
students who may have mobility issues. Plan routes that allow full and easy
access for all students; for example, try to avoid hills or similar inclines.

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

ISBN: 9781323223314

Current Page Number(s): 128

Location: Differentiated Instruction Box

Original Text: Support for Students When planning your walk, ensure that you consider students who may have mobility issues. Plan routes that allow full and easy access for all students; for example, try to avoid hills or similar inclines. Consider taking photos of resources encountered on the walk and provide these to students who are unable to accompany the class outside.

Updated Text: Special Needs Have students with speech impairments and their partners to work in a relatively quiet part of the classroom. If necessary, allow them to use single words or short phrases to tell their partner about their picture. They can point to a part of their drawing and say words and phrases such as rock house, grow plants, and drink water. Be available to provide any assistance as needed.

Challenge For students who are ready for a challenge, have them make a chart of how the rocks, soil, and water are use in the area and draw pictures of other places where they have seen rocks soil, and water are used.

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

ISBN: 9781428553767

Current Page Number(s): 3

Location: SEPS and Themes Preview Activity, Design a Ramp

Original Text: 5. Experiment Test your model. Does the model work?
6. Improve Write one way to make it better.

Updated Text: 5. Experiment Test your model. Does the model work?
6. Identify What does the model show? What does the model NOT show?
7. Improve Write one way to make it better.

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

ISBN: 9781323223314

Current Page Number(s): 24

Location: Differentiated Instruction Box

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

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

Challenge Have groups of students classify buttons or other objects into three categories, such as round, square, and triangular. Allow the groups to identify their own categories. Afterward, have groups compare how they classified the

objects. Discuss that it is okay for classifications to vary as long as a group can identify the properties they used to sort the objects.

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

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Current Page Number(s): 70

Location: Related Phenomenon

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

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

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

ISBN: 9781323223314

Current Page Number(s): 184

Location: Experience 2, Needs of Animals, 5Es

Original Text: GUIDE STUDENT PLANNING Explain that investigations can be used to answer a question or test predictions. Read aloud the question on the Hands-On Station Card: What do animals need?
Ask:

• What words will you use to identify what need each animal is meeting?
• How will you decide which word goes with each animal?

DIFFERENTIATED INSTRUCTION
Concept Web To reinforce understanding, give pairs of students a concept web graphic organizer. In the middle, have them draw or write the name of one of the animals on the worksheet. In the outside spaces, tell them to write the needs their animal must meet to survive.

Challenge For students who are ready for a challenge, invite them to draw a new habitat and add animals meeting different needs. For example, they might draw animals in an ocean or a city park habitat. Students can use a draw and-write graphic organizer.

Updated Text: GUIDE STUDENT PLANNING Explain that investigations can be used to answer a question or test predictions. Read aloud the question on the Hands-On Station Card: What do animals need?
Ask:

• What words will you use to identify what need each animal is meeting?
• How will you decide which word goes with each animal?

Concept Web To reinforce understanding, give pairs of students a concept web graphic organizer. In the middle, have them draw or write the name of one of the animals on the worksheet. In the outside spaces, tell them to write the needs their animal must meet to survive.

DIFFERENTIATED INSTRUCTION
Special Needs To aid students with hearing impairments, remind all students that when they speak, they should speak slowly with the correct volume for the situation, look at the person they are speaking to, and say their words clearly. As students discuss the environment and animals they chose, echo what students say when their speaking is not clear or loud enough.

Challenge For students who are ready for a challenge, invite them to draw a new habitat and add animals meeting different needs. For example, they might draw animals in an ocean or a city park habitat. Students can use a draw and-write graphic organizer.

Component: *Grade K Teacher Guide*

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Current Page Number(s): 134

Location: Topic 6, Plants, Overview

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

Preview the Anchoring Phenomenon
Students will watch and respond to a short Anchoring Phenomenon Video that shows how flowering plants use visual and sensory features to attract pollinators.
The video shows flowers that look and smell very different from more familiar plants. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do plants look and smell the way they do?

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

(insert new paragraph) As you progress through the topic, connect the activities back to Pre-K Theme 6, From Farm to Table. Students can apply how to observe, investigate, describe, and discuss the characteristics of organisms (PK.VI.B.1) and describe the life cycles of organisms (PK.VI.B.2).Students can also apply what they learned in Topic 5 Rocks, Soil, and Water about the practical uses for soil and water (TEKS K.11A) with the needs of plants in Topic 6.

Preview the Anchoring Phenomenon
Students will watch and respond to a short Anchoring Phenomenon Video that shows how flowering plants use visual and sensory features to attract pollinators.
The video shows flowers that look and smell very different from more familiar plants. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do plants look and smell the way they do?

(insert new)Topic Readiness Test and Remediation
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*updated since previous report

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

Component: *Grade K Teacher Guide*

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Current Page Number(s): 30

Location: Topic 2, Overview, Preview the Topic

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

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

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

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

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

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

Component: *Grade K Teacher Guide*

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Current Page Number(s): 72

Location: Differentiated Instruction Box

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

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

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

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Current Page Number(s): 3

Location: SEPs Preview Instruction

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

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

Component: *Grade K Teacher Guide*

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Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Component: *Grade K Teacher Guide*

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Current Page Number(s): 135

Location: RECURRING THEMES AND CONCEPTSENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: RECURRING THEMES AND CONCEPTS TEKS
K.5B Investigate and predict cause-and-effect relationships in science.
K.5F Describe the relationship between the structure and function of objects, organisms, and systems.
Also K.5D, K.5G

ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
ELAR K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
ELAR K.5F Make inferences and use evidence to support understanding with adult assistance. Evaluate details to determine what is most important with adult assistance.
Also ELAR K.5C, K.5G, K.6E, K.8Diii, K.9C

Updated Text: RECURRING THEMES AND CONCEPTS TEKS
K.5F Describe the relationship between the structure and function of objects, organisms, and systems.

Also K.5B, K.5D, K.5G

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH 8.A Collect, sort, and organize data into two or three categories.
Also K6.D, K.7A, K.7B

ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
Also ELAR K.3C, K.5C, K.5F, K.5G, K.6E, K.8Diii, K.9C

SOCIAL STUDIES TEKS
SS K.15A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

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Current Page Number(s): 31

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
K.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.
K.1E Collect observations and measurement as evidence.
K.3A Develop explanations and propose solutions supported by data and models.
Also K.1C, K.3B, K.3C

RECURRING THEMES AND CONCEPTS TEKS
K.5A Identify and use patterns to describe phenomena or design solutions.
K.5B Investigate and predict cause and effect relationships in science.

ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
Listening 2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
ELAR K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.
ELAR K.5F Make inferences and use evidence to support understanding with

adult assistance.
ELAR K.6B Provide an oral, pictorial, or written response to a text.
Also ELAR K.6D, K.6E, K.6F

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
K.3A Develop explanations and propose solutions supported by data and models.
Also K.1A, K.1E, K.1C, K.3B, K.3C

RECURRING THEMES AND CONCEPTS TEKS
K.5A Identify and use patterns to describe phenomena or design solutions.
K.5B Investigate and predict cause and effect relationships in science.

ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
Also Listening 2E

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 78

Location: Topic 4, Patterns in the Sky, Overview

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

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*updated since previous report

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

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

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): XVi

Location: It's So Flexible

Original Text: outdated example Experience At-A-Glance pages.

Updated Text: updated example Experience At-A-Glance pages.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade K Teacher Guide*

ISBN: 9781323223314
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 140

Location: Experience 1, At-A-Glance

Original Text: Objective
Students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruits.

TEKS
K.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.
Also K.3A, K.3C, K.4B, K.5D, K.5F

Updated Text: Objectives
Students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruit.

Students will use hand lenses to observe and compare the parts of plants.

TEKS, SEP TEKS, RTC TEKS
RTC K.5D Examine the parts of a whole to define or model a system.
Also K.3A, K.3B, K.3C, K.4B, K.5F

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 31

Location: Home Connection Box

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

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

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

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ISBN: 9781323223314

Current Page Number(s): 79

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items, to observe, measure, test, and compare.
K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.
K.1G Develop and use models to represent phenomena, objects, and processes, or design a prototype for a solution to a problem.
Also K.1A, K.1F, K.2A, K.2B, K.3A, K.3B, K.3C, K.4B

Updated Text: K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items, to observe, measure, test, and compare.
K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.
Also K.1A, K.1F, K.1G, K.2A, K.2B, K.3A, K.3B, K.3C, K.4B

(insert new paragraph)
SOCIAL STUDIES TEKS
SS
K.13A Identify and state facts based on relevant evidence.
Also K.14C

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ISBN: 9781323223314

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): N/A

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

Original Text: Initial list of TEKS standards

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 142

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon,
consider showing students a small flowering plant and identifying the different parts. Obtain a small potted flower, such as a geranium, and carefully uproot it so that students can view the entire plant. Point out that roots are usually underground while the leaves, stem, and flowers are above ground. Allow students to examine the plant parts while keeping the Everyday Phenomenon question in mind as they think about and explain the functions of the different plant parts.

Updated Text: As an alternative Everyday Phenomenon,
consider showing students small flowering plants that are native to Texas and identify the different parts. Obtain a small potted plant, such as Texas lantana, Black-eyed Susan, or Rock Rose, and carefully uproot it so that students can view the entire plant. Point out that roots are usually underground while the leaves, stem, and flowers are above ground. Allow students to examine the plant parts while keeping the Everyday Phenomenon question in mind as they think about and explain the functions of the different plant parts.

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ISBN: 9781323223314

Current Page Number(s): 36

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 79

Location: Collaborate with the Community

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 84

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

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Overview

Location: Home Connection Box

Original Text: N/A

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 144

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

Original Text: GUIDE STUDENT PLANNING Explain to students that they should carefully review the instructions for the Activity before beginning their work. Advise them to ensure they have gathered all of the materials they will need and have these organized on their table or workspace before they begin. Answer any questions students may have about the Activity.

DIFFERENTIATED INSTRUCTION
Model Using a Hand Lens Model how to use a hand lens for students who may be unfamiliar with its use. Pair students who may have difficulty working with a hand lens or observing the plant with students who are able to use the required tools. Provide extra time and support for students who may be struggling with the Station work. Allow students who work more quickly or finish their work early to preview the pictures in the Read About It.

Challenge Invite students who feel comfortable using a hand lens to observe other objects in the classroom. Invite students to draw their observations.

Updated Text: GUIDE STUDENT PLANNING Explain to students that they should carefully review the instructions for the Activity before beginning their work. Advise them to ensure they have gathered all of the materials they will need and have these organized on their table or workspace before they begin. Answer any questions students may have about the Activity.

Model how to use a hand lens for students who may be unfamiliar with its use. Pair students who may have difficulty working with a hand lens or observing the plant with students who are able to use the required tools.

DIFFERENTIATED INSTRUCTION
SPECIAL NEEDS Allow students who have difficulty working in groups to work alone to observe the plants. Have them sit in a less crowded part of the room. After they make their observations, have them participate in class discussions.

CHALLENGE Invite students to draw their observations of the plant parts they observe next to the plant pictured on the activity sheet. Have students compare how the shapes of the different plant parts are alike or different.

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ISBN: 9781323223314

Current Page Number(s): 38

Location: Related Phenomenon

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

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

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ISBN: 9781323223314

Current Page Number(s): 44

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

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

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

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ISBN: 9781323223314

Current Page Number(s): 86

Location: Experience 1, Engage, Everyday Phenomenon Photo

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

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

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Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Planner

Location: Fast Track

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 148

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

Original Text: Objective
Students will observe, identify, and describe how plants depend on air, sunlight, water, nutrients in soil, and space to grow.

TEKS
K.12A Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, space, and air to grow.
K.1D Use tools, including hand lenses, goggles, trays, notebooks, small paper cups, samples (soil, seeds, and plants), and life cycle models, to observe, measure, test, and compare.
K.1E Collect observations as evidence.
K.1F Record and organize data.
Also K.3A, K.3B, K.3C, K.5B, K.5G

Updated Text: Objectives
Students will observe, identify, and describe how plants depend on air, sunlight, water, nutrients in soil, and space to grow.

Students will use their observations of plants growing in different conditions as evidence that plants must have their needs met to grow.

TEKS, SEP TEKS, RTC TEKS
K.12A Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, space, and air to grow.
K.1E Collect observations as evidence.
K.1F Record and organize data.
K.5B Investigate and predict cause-and-effect relationships in science.
Also K.1D, K.3A, K.3B, K.3C, K.5B, K.5

Component: *Grade K Teacher Guide*

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Current Page Number(s): 46

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Related Phenomenon

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 88

Location: Differentiated Instruction Box

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

Updated Text: Special Needs For students who need extra assistance organizing their thoughts, have students create a three-column graphic organizer. Instruct them to write one of the three questions in each column and then answer them as they complete the activity.
What can you see in the sky?
How will you use the picture on the card to answer the question?
What will you do in the Hands-On Activity to answer the question?

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

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Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

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

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Current Page Number(s): N/A

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

Original Text: Additional STEAM Activity

Updated Text: STEAM Activity

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ISBN: 9781323223314

Current Page Number(s): 152

Location: Differentiated Instruction Box

Original Text: Challenge Once the investigation is finished, invite students to rehabilitate their plants by giving them the item they were deprived of. Then invite students to continue to care for the plants. Students can continue to record their observations of their plants in their Science Notebooks.

Updated Text: Challenge Once the investigation is finished, invite students to rehabilitate their plants by giving them the item they were deprived of. Then invite students to continue to care for the plants. Students can continue to record their observations of their plants in a science notebook.

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ISBN: 9781323223314

Current Page Number(s): 48

Location: Differentiated Instruction Box

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

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

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

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ISBN: 9781323223314

Current Page Number(s): 92

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

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

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

(insert new paragraph)
Students will record and organize data and patterns using pictures, numbers, words, symbols, and simple graphics.

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

ISBN: 9781323223314

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

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

Original Text: TEKS

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

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ISBN: 9781323223314

Current Page Number(s): 54

Location: Topic 3, Light and Shadows, Overview

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

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

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

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 156

Location: Experience 3, At-A-Glance, Objective

Original Text: Objective
Students will identify, record, and model the steps within a simple life cycle, including the changes from seed, seedling, plant, flower, and fruit, and identify that young plants have parts that resemble parts of the parent plant.

Updated Text: Objectives
Students will identify, record, and model the steps within a simple life cycle, including the changes from seed, seedling, plant, flower, and fruit.

Students will use models to identify and explain that young plants have parts that resemble parts of the parent plant.

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ISBN: 9781323223314

Current Page Number(s): 92

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

Original Text: K.10B Observe and describe weather changes from day to day and over seasons.
K.10C Identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon.
K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, non-standard measuring items, to observe, measure, test, and compare.
K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.
Also K.3A, K.3B, K.5A

Updated Text: K.10B Observe and describe weather changes from day to day and over seasons.
K.10C Identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon.

K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, non-standard measuring items, to observe, measure, test, and compare.
K.5A Identify and use patterns to describe phenomena or design solutions.
Also K.1F, K.3A, K.3B, K.5A

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

Location: Differentiated Instruction boxes

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

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

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ISBN: 9781323223314

Current Page Number(s): 55

Location: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

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

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

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

Also Speaking 3B; Reading 4F

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

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

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

Also Speaking 3B; Reading 4C, 4F

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 158

Location: Related Phenomenon

Original Text: Animal Life Cycles As an alternative Everyday Phenomenon, show students pictures or a video of young animals with their parents. Guide students to recognize the parts of the young animals that are similar to parts of the parents. Display a photo of a young animal such as a puppy or bear cub (or pause the video), point to a forelimb, and Ask What will happen as the animal gets older? (Students should respond that the legs will get longer, or that the animal will grow larger.) Help students recognize the parallels between young animals and their parents, with young plants and parent plants.

Updated Text: Animal Life Cycles As an alternative Everyday Phenomenon, show students pictures or a video of young animals with their parents that are native to Texas such as the Black-tailed jack rabbit, Texas horned lizard, or the Black-tailed prairie dog. Guide students to recognize the parts of the young animals that are similar to parts of the parents. Display a photo of a young animal (or pause the video), point to a forelimb, and Ask What will happen as the animal gets older? (Students should respond that the legs will get longer, or that the animal will grow larger.) Help students recognize the parallels between young animals and their parents, with young plants and parent plants.

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ISBN: 9781323223314

Current Page Number(s): 55

Location: ENGLISH LANGUAGE ARTS AND READING STANDARDS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
ELAR K.5C Make and confirm predictions using text features and structures with adult assistance.

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH K.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
ELAR K.5C Make and confirm predictions using text features and structures with adult assistance.

SOCIAL STUDIES TEKS
SS K.13.A Identify and state facts based on relevant evidence.
SS K.13.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 160

Location: Differentiated Instruction Box

Original Text: Apply Learning Work with students to recall the names of plant parts they learned in Experience 1. Show students a parent plant, and point to each plant part as you say its name and point to the word on the Hands-On Activity. Repeat this with a seedling. Guide students to recognize the similarities and differences between the two plants. Then invite students to complete the Hands-On Activity independently.

Updated Text: Striving Work with students to recall the names of plant parts they learned in Experience 1. Show students a parent plant, and point to each plant part as you say its name and point to the word on the Hands-On Activity. Repeat this with a seedling. Guide students to recognize the similarities and differences between the two plants. Then invite students to complete the Hands-On Activity independently.

Challenge Have interested students make a short picture book about how plants grow and change. They can use pictures that they draw or find in magazines, pictures that they print from the internet, or photos that they take. Have them write words, phrases, and sentences to explain what they are showing in the pictures.

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Current Page Number(s): 104

Location: Differentiated Instruction Box

Original Text: Asking Questions If students are confused about which season is being shown in the four pictures, ask them questions such as:
• In what season do you see flowers on trees?
• In what season do you see fruit on trees?
• In what season do the leaves fall off trees?
• In what season do trees not have any leaves?

Updated Text: Striving If students are confused about which season is being shown in the four pictures, ask them questions such as:
• In what season do you see flowers on trees?
• In what season do you see fruit on trees?
• In what season do the leaves fall off trees?
• In what season do trees not have any leaves?

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Throughout Experience pages

Location: Side column

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

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

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

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

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 58

Location: Topic 3 Launch

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

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

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

Updated Text: Anchoring Phenomenon Video
• Have students watch the short Anchoring Phenomenon video of paper lanterns

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

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

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 166

Location: Topic 7, Animals, Overview

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

As you progress through the topic, connect the activities back to Topic 6, Plants. Students can apply what they learned in Topic 6 about how plants depend on air, water, soil nutrients, and space with the needs of animals in Topic 7.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video of a pelican catching a fish. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Why does a pelican have a large mouth and wings?

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

As you progress through the topic, connect the activities back to Topic 6, Plants. Students can apply what they learned in Topic 6 about how plants depend on air, water, soil nutrients, and space with the needs of animals (K.12B) in Topic 7.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video of a pelican catching a fish. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Why does a pelican have a large mouth and wings?
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 110

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

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

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

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

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

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

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

Publisher: TPS Publishing

Science, Grade K

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

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

ISBN: 9781788057912

Link to Current Content:
View Current Content

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes
Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
View Current Content

Current Page Number(s): ID 178

Location: Question

Original Text: It gets colder when the sun goes down. Which is the cause and which is the effect?

Updated Text: It gets colder when the Earth rotates away from the Sun and day becomes night. Which is the cause and which is the effect?

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
View Current Content

Current Page Number(s): ID 107

Location: Answer options

Original Text: Eyes and legs; Eyes and arms; Eyes and head

Updated Text: The question and choices will be changed as follows:
Eyes, arms and legs; Eyes and ears; Eyes and head

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
View Current Content

Current Page Number(s): ID 283

Location: Question

Original Text: Which of these describes daytime? Think of looking up at the sky in the day and at night.

Updated Text: It is currently dark outside, what do you predict the sky will look like in 12 hours from now?

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
View Current Content

Current Page Number(s): ID 284

Location: Answer options

Original Text: A glowing moon

Updated Text: A glowing moon in a dark sky.

Component: *Student Textbook - Kindergarten Science*

ISBN: 9781788057943

Link to Current Content:
View Current Content

Current Page Number(s): Page 2

Location: Penultimate line

Original Text: Aquariums and terrariums have a lot of glass.

Updated Text: Aquariums and terrariums can be made of glass or plastic.

Component: *Student Textbook - Kindergarten Science*

ISBN: 9781788057943

Link to Current Content:
View Current Content

Current Page Number(s): Page 9

Location: Terrarium

Original Text: Sealed transparent containers in which plants are grown.

Updated Text: a transparent enclosed container where plants can grow. A terrarium may also include small animals for example lizards.

Component: *Student Textbook - Kindergarten Science*

ISBN: 9781788057943

Link to Current Content:
View Current Content

Current Page Number(s): Page 10

Location: Number 3

Original Text: A terrarium is made of glass.

Updated Text: A terrarium can be made of glass.

Component: *Assessment Guide - Kindergarten Teacher Edition*

ISBN: 9781788057974

Link to Current Content:
View Current Content

Current Page Number(s): Page 145

Location: Question 3

Original Text: Which of these would not happen in a storm?
1. lightning
2. wind
3. rain
4. sunshine

Updated Text: 3. Which of these words describes a thunderstorm?
1. Loud noises
2. Silence
3. Still and calm weather
4. Lightening

Component: *Teacher Textbook - Kindergarten Science*

ISBN: 9781788057936

Link to Current Content:
View Current Content

Current Page Number(s): Page l

Location: Unit Column

Original Text: 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Updated Text: 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning,identify features and patterns, and discover relationships or correlations to develop evidence-basedarguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Kindergarten Science*

ISBN: 9781788057936

Link to Current Content:
View Current Content

Current Page Number(s): Page lv

Location: Text

Original Text: 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Updated Text: 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning,identify features and patterns, and discover relationships or correlations to develop evidence-basedarguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Teacher Textbook - Kindergarten Science*

ISBN: 9781788057936

Link to Current Content:
View Current Content

Current Page Number(s): Page ivi

Location: Text

Original Text: 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Updated Text: 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning,identify features and patterns, and discover relationships or correlations to develop evidence-basedarguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society. Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: ***Teacher Textbook - Kindergarten Science***

ISBN: 9781788057936

Link to Current Content:
View Current Content

Current Page Number(s): Page lxiv

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.
The student understands that recurring themes and concepts provide a framework for making connections across disciplines.

Updated Text: 5 – Organisms and environments

The student knows that plants and animals depend on the environment to meet their basic needs for survival.

The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments.

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

ISBN: 9781788057912

Link to Current Content:
View Current Content

Current Page Number(s): Page 6

Location: Last paragraph

Original Text: N/A

Updated Text: Discuss the results with the students. Ask students what they expected to happen with their experiment if their prediction was correct. For example the ice cubes melted in the glass in the Sun as it was all liquid, but not in the

glass in the shade where there were solid ice cubes in the glass. What actually happened? Does this evidence support their prediction? They should summarize using quantitative and descriptive words.

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

ISBN: 9781788057912

Link to Current Content:
View Current Content

Current Page Number(s): Page 5

Location: End of the coprehension skills section

Original Text: N/A

Updated Text: The guidance listed above may be used generally for all activities where discussion and argumentation are anticipated. For example the discussion of evidence to support a claim.

Publisher: Savvas Learning

Science, Grade 1

Program: *Texas Experience Science Grade 1 (Print with digital): TEKS*

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 42

Location: Related Phenomenon

Original Text: Cheese It! Have students describe a block of cheese. Draw the details they share. Then, have students talk about what they would need to do to the cheese to make macaroni and cheese. Students may say they need shred the cheese or to use heat to melt the cheese. Invite students to share ways they might heat the cheese to melt it. Draw the details they share.

Updated Text: Texas-Style Queso! Have students describe a block of cheese. Draw the details they share. Then, have students talk about what they would need to do to the cheese to make Texas-style queso. Students may say they need shred the cheese or to use heat to melt the cheese. Invite students to share ways they might heat the cheese to melt it. Draw the details they share.

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 158

Location: Topic 6, Living Things and Environments, Overview

Original Text: Preview the Topic
In this topic, students will learn about living things and their environments. First, in Experience 1, students will learn to classify living things and nonliving things based upon whether they have basic needs and produce young. Next, in Experience 2, students will describe interactions and dependence between living and nonliving things in terrariums and aquariums. Finally, in Experience 3, students will identify how living things depend on each other through food chains.

PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that shows people creating an environment in the ocean by building a reef with human-made objects. As students progress through

the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question Why are people putting these concrete blocks in the ocean?

Updated Text: Preview the Topic
In this topic, students will learn about living things and their environments. First, in Experience 1, students will learn to classify living things and nonliving things based upon whether they have basic needs and produce young. Next, in Experience 2, students will describe interactions and dependence between living and nonliving things in terrariums and aquariums. Finally, in Experience 3, students will identify how living things depend on each other through food chains.

As you progress through the topic, connect the activities back to Topic 5 Earth Materials. Students can apply what they learned in Topic 5 such as identifying and describing how plants, animals, and humans use rocks, soil, and water (1.11A).

PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that shows people creating an environment in the ocean by building a reef with human-made objects. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question Why are people putting these concrete blocks in the ocean?

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

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Planner

Location: Assessment box

Original Text:
Revisit the Anchoring Phenomenon
Topic Test"

Updated Text:
Topic Readiness Test
Revisit the Anchoring Phenomenon
Spiraling Content Activity
Topic Test

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 94

Location: Topic 4, Weather and Seasons, Overview

Original Text: Preview the Topic
In this topic, students learn the natural world has recognizable patterns of phenomena such as weather and seasons. First, in Experience 1, students will describe and record observable characteristics of weather and explain how weather affects their everyday lives. Then, in Experience 2, students will build on concepts from Experience 1 to describe and predict the patterns of the seasons.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of the weather on the same day in two different

locations in the United States: Houston, Texas and Minneapolis, Minnesota. Although it is winter in both places, the weather is very different. In Houston, it is mild and rainy. In Minneapolis on the same day, it is very cold, and ice and snow cover the ground. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Is Houston or Minneapolis a better place to build a snowman?

Updated Text: Preview the Topic
In this topic, students learn the natural world has recognizable patterns of phenomena such as weather and seasons. First, in Experience 1, students will describe and record observable characteristics of weather and explain how weather affects their everyday lives. Then, in Experience 2, students will build on concepts from Experience 1 to describe and predict the patterns of the seasons.

As you progress through the topic, connect the activities back to Topic 2 Heat Causes Change. Students can apply what they learned in Topic 2 such as sources of heat and how heat causes change. Students can also describe how some changes
caused by heat are reversible, such as melting and refreezing water as it related to different types of weather.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of the weather on the same day in two different locations in the United States: Houston, Texas and Minneapolis, Minnesota. Although it is winter in both places, the weather is very different. In Houston, it is mild and rainy. In Minneapolis on the same day, it is very cold, and ice and snow cover the ground. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Is Houston or Minneapolis a better place to build a snowman?

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

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 44

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

Original Text: Objective
Students will investigate and describe applications of heat in everyday life.

Updated Text: Objectives
Students will investigate and predict cause and effect relationships to describe applications of heat in everyday life.

Students will collect observations and measurements as evidence.

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 159

Location: Topic 6, Living Things and Environments, Overview

Original Text: MATH AND ENGLISH LANGUAGE ARTS AND READING TEKS
MATH 1.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

ELAR 1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
Also ELAR 1.6F, 1.6H, 1.7B, 1.7E, 1.7F, 1.9Dii

Updated Text: MATH AND ENGLISH LANGUAGE ARTS AND READING TEKS
MATH 1.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
ELAR 1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
Also ELAR 1.6F, 1.6H, 1.7B, 1.7E, 1.7F, 1.9Dii

SOCIAL STUDIES TEKS
SS 1.16B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 100

Location: Experience 1, Weather, At a Glance

Original Text: Objective
Students will describe different observable weather characteristics and explain the impact of weather on daily choices.

Updated Text: Objectives
Students will identify and use patterns to describe different observable weather characteristics and explain the impact of weather on daily choices.

Students will use tools including windsock, pinwheel, student thermometer, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items to observe, measure, test, and compare.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 190

Location: Topic 7, Animals, Overview

Original Text: Preview the Topic
In this Topic, students learn about animals, specifically about the external structures of birds, mammals, and fish; how animals grow and change; and how animals go through a life cycle. First, in Experience 1, students compare how the external structures of different animals help them live, interact, and survive in their environment. Then, in Experience 2, they identify and compare ways young animals resemble their parents. Finally, in Experience 3, students record observations and describe the basic life cycles of a bird, mammal, and fish.

Preview the Anchoring Phenomenon
Students watch and respond to a short Anchoring Phenomenon Video about armadillos and how their body parts help

them move, find food, and survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question What can an armadillo do with its body?

Updated Text: Preview the Topic
In this Topic, students learn about animals, specifically about the external structures of birds, mammals, and fish; how animals grow and change; and how animals go through a life cycle. First, in Experience 1, students compare how the external structures of different animals help them live, interact, and survive in their environment. Then, in Experience 2, they identify and compare ways young animals resemble their parents. Finally, in Experience 3, students record observations and describe the basic life cycles of a bird, mammal, and fish.

As you progress through the topic, connect the activities back to Topic 6, Living Things and Environments. Students can apply what they learned in Topic 6 about how living things have basic needs (TEKS 1.12A) to how the structures of animals help them survive in an environment. They can also apply what they learned about living things producing young to parents and young animals (TEKS 1.12B) and life cycles they learn about in Topic 7.

Preview the Anchoring Phenomenon
Students watch and respond to a short Anchoring Phenomenon Video about armadillos and how their body parts help them move, find food, and survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question What can an armadillo do with its body?

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

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 46

Location: Related Phenomenon

Original Text: Heat from the Sun Put a piece of dark construction paper in the sunlight for several minutes. Have students describe how their hands feel after touching the paper. Explain to students that heat from the sun has caused the paper to feel warm.

Updated Text: The Sun's Heat and Texas Lakes Use the USGS.gov or waterdatafortexas.org websites to find charts and data that show local lake or reservoir levels and temperatures for one year. Have students make predictions as to what may cause the lake's water level to decrease and its temperature to increase.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 164

Location: Experience 1, Living and Nonliving Things, At a Glance

Original Text: Objective
Students will classify and describe living and nonliving things based on whether they have basic needs and can have young.

Updated Text: Objective
Students will collect observations as evidence to classify and describe living and nonliving things based on whether they have basic needs and can have young.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

TEKS, SEP TEKS, RTC TEKS
1.5A Identify and use patterns to describe phenomena or design solutions.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

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

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 102

Location: Experience 1, Engage, Everyday Phenomenon Photo

Original Text: WHAT ACTIVITIES COULD YOU DO IN TWO DIFFERENT TYPES OF WEATHER?
Show the Everyday Phenomenon Photo.
Ask What activity could you do in each type of weather shown in the picture? Write or draw your questions or ideas on a piece of paper.
Sample answer: On a sunny, warm, and calm day, I played outside. On a cloudy, warm, and windy day, I flew a kite.

Updated Text: WHAT ACTIVITIES COULD YOU DO IN TWO DIFFERENT TYPES OF WEATHER?
Show the Everyday Phenomenon Photo.
Ask What activity could you do in each type of weather shown in the picture? Write or draw your questions or ideas on a piece of paper.
Sample answer: On a sunny, warm, and calm day, I played outside. On a cloudy, warm, and windy day, I flew a kite.

Texas Connection The photos show the road leading into Chisos Mountain Basin in Big Bend National Park during two different types of weather. Sunshine is plentiful throughout the year. Summers can be hot with temperatures often more that 100 degrees Fahrenheit, however it may be twenty degrees cooler in the the mountains. May through September is the rainy season for Big Bend National Park.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 104

Location: Differentiated Instruction Box

Original Text: Using Senses Work with students who may be unable to clearly view the weather photographs by describing the conditions in the images. Help Students recognize how they can use other senses, such as touch (feeling wind, heat, and cold) and smell (smelling the rain) to identify different types of weather.

Updated Text: Striving Work with students who may be unable to clearly view the weather photographs by describing the conditions in the images. Help students recognize how they can use other senses, such as touch (feeling wind, heat, and cold) and smell (smelling the rain) to identify different types of weather.

Special Needs This activity is one in which students who would benefit from tactile experiences can be successful. Guide students how they could feel the wind or feel something that is hot or cold.

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 191

Location: Topic 7, Animals, Overview

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
1.1D Use tools, including animal life cycles, to observe and compare.
1.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.
Also 1.1E, 1.1F, 1.1G, 1.2B, 1.3A, 1.3C

RECURRING THEMES AND CONCEPTS TEKS
1.5D Examine the parts of a whole to define or model a system.
1.5F Describe the relationship between structure and function of objects, organisms, and systems.
Also 1.5A

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
1.1D Use tools, including animal life cycles, to observe and compare.
Also 1.1E, 1.1F, 1.1G, 1.2B, 1.3A, 1.3B, 1.3C

RECURRING THEMES AND CONCEPTS TEKS
1.5F Describe the relationship between structure and function of objects, organisms, and systems.
Also 1.5A, 1.5D

SOCIAL STUDIES TEKS
SS 1.17.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 48

Location: Differentiated Instruction Box

Original Text: Challenge Invite students to brainstorm other ways they can melt the ice cubes with the materials they have on hand in the classroom. If they choose to hold the ice cubes in their hands to melt them, caution them not to hold the ice for too long. If time permits, allow students to share the results of their investigation with the rest of the class.

Updated Text: Special Needs For students who have a hearing impairment, have another student draw how they can use cups, ice cubes, and warm water to determine the fastest way to melt the ice. That student can point and show how to use the materials to the hearing impaired student.

Challenge Invite students to brainstorm other ways they can melt the ice cubes with the materials they have on hand in the classroom. If they choose to hold the ice cubes in their hands to melt them, caution them not to hold the ice for too long. If time permits, allow students to share the results of their investigation with the rest of the class.

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 172

Location: Experience 2, Environments, At a Glance

Original Text: Objectives
Students will describe and record how living and nonliving things depend on each other in environments such as aquariums and terrariums.

Updated Text: Objectives
Students will observe and compare organisms in a terrarium and describe and record how living and nonliving things depend on each other in environments such as aquariums and terrariums.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

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

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

Original Text: TEKS

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

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

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

Location: Differentiated Instruction boxes

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

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

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ISBN: 9781323223321

Current Page Number(s): 108

Location: Experience 2, Seasons, At a Glance

Original Text: Objective
Students will describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.

Updated Text: Objectives
Students will describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.

Students will analyze data by identifying any significant features and patterns.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 191

Location: Collaborate with the Community

Original Text: Collaborate with the Community
Invite an Expert Invite a zoologist or another kind of animal expert to talk to the class. This person should be able to discuss and show examples of many different animals and how their structures help them survive. If an in-person presentation is not possible, then a video conference might be a good alternative. Encourage students to ask questions and to share any experience they might have with animals during the presentation.

Updated Text: Collaborate with the Community
Invite an Expert Invite a zoologist or another kind of animal expert to talk to the class. This person should be able to discuss and show examples of many different animals and how their structures help them survive. If an in-person presentation is not possible, then a video conference might be a good alternative. Encourage students to ask questions and to share any experience they might have with animals during the presentation.

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

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ISBN: 9781323223321

Current Page Number(s): 49

Location: Revisit Everyday Phenomenon

Original Text: Have students apply what they have learned about heat to continue building an explanation for the Anchoring Phenomenon *What do you need to make a bear-shaped crayon?*

Updated Text: Have students apply what they have learned about heat to continue building an explanation for the Everyday Phenomenon *Which clothes will dry faster?*

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ISBN: 9781323223321

Current Page Number(s): 176

Location: Experience 2, Environments, 5Es

Original Text: DIFFERENTIATED INSTRUCTION
Modeling Demonstrate the steps of putting together the terrarium. Explain that the gravel goes into the bottle first so that water can drain from the soil into the gravel, preventing the soil from holding too much water around the plant's roots.Show students how to hollow out a hole in the soil for the plant roots and explain that this will help the plant grow well in its new environment. Monitor students'watering of the plants to ensure they add an appropriate amount of water. Show students how to slide the top of the bottle back onto the base.

Updated Text: DIFFERENTIATED INSTRUCTION
Striving Show students how to hollow out a hole in the soil for the plant roots and explain that this will help the plant grow well in its new environment. Monitor students'watering of the plants to ensure they add an appropriate amount of water.

Special Needs Students with visual impairments can form plants out of clay to use in their terrarium. They can place their clay plant models in a box or rectangular plastic container to build the terrarium in the bottle. They can place gravel and soil into the box and then place the individual models into the gravel and soil.

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ISBN: 9781323223321

Current Page Number(s): Throughout Experience pages

Location: Side column

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

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

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 110

Location: Experience 2, Seasons, Engage

Original Text: Everyday Phenomenon Photo
WHY ARE THESE BIRDS FLYING AWAY?
To activate student learning, show the Everyday Phenomenon Photo.
Ask What are some reasons why birds might migrate?
Sample answer: If the weather gets colder, birds might want to migrate to warmer.

Updated Text: Everyday Phenomenon Photo
WHY ARE THESE BIRDS FLYING AWAY?
To activate student learning, show the Everyday Phenomenon Photo.
Ask What are some reasons why birds might migrate?
Sample answer: If the weather gets colder, birds might want to migrate to warmer.

Texas Connection There are 615 species of birds found in Texas. 54% of these birds are migratory. Birds that migrate to or through Texas include American Golden-Plover, Ruby-throated Hummingbird, Yellow-billed Cuckoo, and the Magnolia Warbler

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 194

Location: Topic 7 Launch

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

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

Texas Connection The Nine-Banded Armadillo is the state mammal of Texas. Armadillos are found throughout the State

of Texas with the exception of the Trans-Pecos region. The hard shell of the armadillo can protect it from predators such as coyotes, bobcats, and alligators. Armadillos use their strong claws to dig up insects to eat.

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ISBN: 9781323223321

Current Page Number(s): 52

Location: Experience 2 At-A-Glance, Objective

Original Text: Objectives Students will identify and describe changes caused by heat that can be reversed, such as melting butter.

Updated Text: Students will use scientific practices to investigate and predict cause and effect relationships in science to identify and describe changes caused by heat that can be reversed, such as melting butter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 180

Location: Experience 3, Food Chains, At a Glance

Original Text: Objective
Students will identify and illustrate ways that living organisms depend on each other through food chains.

Updated Text: Objective
Students will identify and illustrate ways that living organisms depend on each other through food chains, including modeling a food chain.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about matter and its properties. First, in Experience 1, they demonstrate and explain that a whole object is a system made of organized parts that can be taken apart and put back together again. Then, in Experience 2, students classify objects by observable physical properties such as shape, color, and texture, and by attributes such as size and weight. Finally, in Experience 3, students explain and predict changes in materials that are caused by heating and cooling. Preview the Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows a section of a glacier breaking off and falling into the ocean. As students progress through the three Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, What is happening to the glacier?

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ISBN: 9781323223321

Current Page Number(s): 118

Location: Topic 5, Earth Materials, Overview

Original Text: Preview the Topic
In this topic, students learn about natural materials found on Earth, specifically rocks, soil, and water. First, in Experience 1, they investigate, describe, and record the different properties and components of topsoil, clay, and sand. Then, in Experience 2, students study water and compare the properties, such as salinity, color, clarity, size, and shape, of

puddles, ponds, streams, rivers, lakes, and oceans. Next, in Experience 3, students investigate and describe how water can move rock and soil particles from one place to another. They also identify and describe how plants, animals, and humans use rocks, soil, and water. Finally, in Experience 4, students explain why conservation is important and describe ways to conserve water and ways to protect natural sources of water.

PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that is about beavers and how the dams they build change and help environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why would beavers need to collect rocks, soil, and parts of trees?

Updated Text: Preview the Topic
In this topic, students learn about natural materials found on Earth, specifically rocks, soil, and water. First, in Experience 1, they investigate, describe, and record the different properties and components of topsoil, clay, and sand. Then, in Experience 2, students study water and compare the properties, such as salinity, color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. Next, in Experience 3, students investigate and describe how water can move rock and soil particles from one place to another. They also identify and describe how plants, animals, and humans use rocks, soil, and water. Finally, in Experience 4, students explain why conservation is important and describe ways to conserve water and ways to protect natural sources of water.

As you progress through the topic, connect the activities back to Topic 1 Objects. Students can apply what they learned in Topic 1 such as classifying objects by observable physical properties, including, shape, color, and texture (1.6A).

PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that is about beavers and how the dams they build change and help environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why would beavers need to collect rocks, soil, and parts of trees?

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

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 196

Location: Experience 1, Animal Structures, At a Glance

Original Text: Objective
Students will identify and compare external structures of different animals to explain how the structures help animals meet their basic needs for survival.

Updated Text: Objective
Students will identify and compare external structures of different animals to describe how the relationship between structure and function helps animals meet their basic needs for survival.

Component: *Grade 1 Teacher Guide*

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Current Page Number(s): 56

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Differentiated Instruction Box

Original Text: Model To reinforce understanding, hold the container of coconut oil in your hands and invite students to do the same. Once the coconut oil has melted, model placing the container of coconut oil in the cup of ice and invite students to do the same. Guide students who are unable to handle the materials to write or draw their observations.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 184

Location: Experience 3, Food Chains, 5Es

Original Text: Challenge Ask students to add a step to the end of the food chain. Ask What animals might eat hawks? Have students brainstorm ideas. Write them on the board. Explain that eagles and owls sometimes kill and eat hawks, and snakes and raccoons steal eggs from hawk nests.

Updated Text: Striving Diagram To help students put the organisms in the correct order, begin a sequence diagram on the board with the word Sun in the first step. Ask What living thing uses the sun to get energy? Write the name of that organism in the next step of the organizer. Ask What living thing eats this living thing? Write the name in the third step of the organizer. Continue in this manner until the food chain is complete.

Challenge Ask students to add a step to the end of the food chain. Ask What animals might eat hawks? Have students brainstorm ideas. Write them on the board. Explain that eagles and owls sometimes kill and eat hawks, and snakes and raccoons steal eggs from hawk nests.

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ISBN: 9781323223321

Current Page Number(s): 7

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
1.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.
1.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.
Also 1.1B, 1.1D, 1.1G

RECURRING THEMES AND CONCEPTS TEKS
1.5C Describe the properties of objects in terms of relative size (scale) and relative quantity.
1.5D Examine the parts of a whole to define or model a system.
Also 1.5E

ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
Also Reading 4D, Writing 5B

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
Math 1.6A Classify and sort regular and two-dimensional shapes based on attributes using informal geometric language.

ELAR 1.7E Interact with sources in meaningful ways such as illustrating and writing.
Also Math 1.6B; ELAR 1.1B, 1.3B, 1.3D

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
1.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.
Also 1.1B, 1.1D, 1.1G, 1.3B

RECURRING THEMES AND CONCEPTS TEKS
1.5C Describe the properties of objects in terms of relative size (scale) and relative quantity.
Also 1.5D, 1.5E

ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
Also Reading 4D, Writing 5B

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
Math 1.6A Classify and sort regular and two-dimensional shapes based on attributes using informal geometric language.
ELAR 1.7E Interact with sources in meaningful ways such as illustrating and writing.
Also Math 1.6B; ELAR 1.1B, 1.3B, 1.3D

SOCIAL STUDIES TEKS

SS 1.16.A Identify and state facts based on relevant evidence.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 119

Location: Topic 5, Earth Materials, Overview

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 1.7E Interact with sources in meaningful ways such as illustrating or writing.
Also ELAR 1.3B, 1.6E, 1.6F, 1.6G, 1.7A, 1.9Dii 1.10C

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 1.7E Interact with sources in meaningful ways such as illustrating or writing.
Also ELAR 1.3B, 1.6E, 1.6F, 1.6G, 1.7A, 1.9Dii 1.10C

MATH 1.8A collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
Also MATH 1.1C

SOCIAL STUDIES TEKS
SS 1.18A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

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Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 200

Location: Experience 1, Animal Structures, Explore

Original Text: GUIDE STUDENT PLANNING Inform students that cats have body parts called whiskers. Cats carefully use their whiskers to judge whether or not their heads and bodies can fit through an opening.

Explain that in the Station, students will make a model of a cat head and then use it to investigate how a cat uses its whiskers. Suggest that students make a drawing of a cat head first. Encourage students to use the drawing to plan how they will make the model cat head.

DIFFERENTIATED INSTRUCTION
Identifying Features on a Model To help students identify parts of the model cat head, suggest that they use markers or crayons to add features, such as eyes, a nose, and a mouth, to create a cat's face.

Updated Text: GUIDE STUDENT PLANNING Explain that in the Station, students will make a model of a cat head and then use it to investigate how a cat uses its whiskers. Suggest that students make a drawing of a cat head first. Encourage students to use the drawing to plan how they will make the model cat head.

DIFFERENTIATED INSTRUCTION
Striving To help students identify parts of the model cat head, suggest that they use markers or crayons to add features, such as eyes, a nose, and a mouth, to create a cat's face.

Challenge Have students who need an extra challenge investigate how the length of a cat's whiskers affects how accurately the cat can detect the size of holes.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 60

Location: Experience 3, At-A-Glance, Objective

Original Text: Objectives
Identify and describe changes by heat that cannot be reversed, such as baking a cake or cooking an egg.

Updated Text: Objectives
Students will identify and describe changes by heat that cannot be reversed, such as baking a cake or cooking an egg through pictures, numbers, words, symbols, and simple graphics.

Students will identify forms of energy and properties of matter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Overview

Location: Home Connection Box

Original Text: N/A

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

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ISBN: 9781323223321

Current Page Number(s): Topic Planner

Location: Fast Track

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

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

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

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 7

Location: Home Connection Box

Original Text: Identify Parts of a Whole Object Have students use a wall clock or kitchen timer in their home to practice identifying whole objects and their parts. Have students create a 2-column chart in their Science Notebooks. The head for the first column should be labeled “Whole Object.” Students should draw the entire clock or kitchen timer. The head for the other column should be labeled “Parts.” Students should draw some of the parts of the clock or timer, such as the hands on a clock or the dial on a timer. Invite students to complete the same exercise with other commonly found objects in the home.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 126

Location: Experience 1, Soil, Engage

Original Text: Everyday Phenomenon Photo
HOW MANY DIFFERENT WAYS CAN YOU DESCRIBE SOIL?

Show the Everyday Phenomenon Photo.
Say You see a hand in the photo. What do you see in the hand? Describe what you see. Post a list of student descriptions and responses. Students will refer back to the list at the end of the Experience and add new ways to describe soil.
Sample answer: I see soil in the hand. The soil is dark brown. I can see small rocks and bits of leaves in it.

Updated Text: Everyday Phenomenon Photo
HOW MANY DIFFERENT WAYS CAN YOU DESCRIBE SOIL?

Show the Everyday Phenomenon Photo.
Say You see a hand in the photo. What do you see in the hand? Describe what you see. Post a list of student descriptions and responses. Students will refer back to the list at the end of the Experience and add new ways to describe soil.
Sample answer: I see soil in the hand. The soil is dark brown. I can see small rocks and bits of leaves in it.

Texas Connection Soil is one of Texas' most important natural resource. The variety of soils in Texas is due to the diversity of climate, agriculture, and geology. There are more than 1300 different kinds of soil found in Texas.

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ISBN: 9781323223321

Current Page Number(s): 204

Location: Experience 2, Parents and Young, At a Glance

Original Text: Objective
Students will describe how animals grow and change. They will also compare the ways young animals resemble their parents.

Updated Text: Objectives
Students will communicate descriptions and explanations about how animals grow and change.

Students will compare the ways young animals resemble their parents.

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ISBN: 9781323223321

Current Page Number(s): 62

Location: Related Phenomenon

Original Text: Show a video of a campfire that highlights the irreversible changes that take place when wood is burned. Ask students to describe the changes they
observe. Have students predict whether the remaining ash can be changed back to wood.

Updated Text: Show a video or photo of a campfire in an area campground that highlights the irreversible changes that take place when wood is burned. Ask students to describe the changes they observe. Have students predict whether the remaining ash can be changed back to wood.

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ISBN: 9781323223321

Current Page Number(s): 70

Location: Topic 3, Force and Motion, Overview

Original Text: Preview the Topic In this topic, students learn that forces cause changes in motion and position in everyday life. In Experience 1 they will explain how pushes and pulls can start, stop, or change the speed or direction of an objects motion. Then, in Experience 2, students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion. PREVIEW ANCHORING PHENOMENON Students watch a short Anchoring Phenomenon Video that shows a dog making its way through an obstacle course. The dog uses a variety of pushes and pulls to move itself around the weave poles and over the teeter totter. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can a dog complete an obstacle course

Updated Text: Preview the Topic In this topic, students learn that forces cause changes in motion and position in everyday life. In Experience 1 they will explain how pushes and pulls can start, stop, or change the speed or direction of an objects motion. Then, in Experience 2, students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion. As you progress through the topic, connect the activities back to Topic 1, Objects. Students can apply what they learned in Topic 1 about objects and the properties of matter (TEKS 1.6A) to what they are learning about pushes and pulls on objects in Topic 3. PREVIEW

ANCHORING PHENOMENON Students watch a short Anchoring Phenomenon Video that shows a dog making its way through an obstacle course. The dog uses a variety of pushes and pulls to move itself around the weave poles and over the teeter totter. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can a dog complete an obstacle course Topic Readiness Test and Remediation Students answer questions to show what they already know about Force and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

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ISBN: 9781323223321

Current Page Number(s): 16

Location: Differentiated Instruction Box

Original Text: Model Show students how to build a sturdy structure. Place big blocks as the base of the model. Add more blocks. Make sure the pieces are steady and supportive. Suggest to students that it would be better if the model were wider rather than taller. Caution students that the pieces can fall if they are not supported or if the structure becomes too tall.

Challenge Invite students to draw the structure they built on paper. They can then explain their design to other students.

Updated Text: Special Needs Students who need extra assistance organizing their thoughts may have difficulty explaining the structure they built. To help them organize their ideas, draw a horizontal line across the Hands-on Activity sheet to create a compare and contrast graphic organizer. Have students draw the blocks as separate items in the top half of the organizer and the structure they built in the bottom half of the organizer. Ask students to draw a line from the individual block to where they used it in the drawing of the completed structure.

Challenge Invite students to draw the structure they built on paper. They can then explain their design to other students.

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ISBN: 9781323223321

Current Page Number(s): 132

Location: Experience 2, Water, At a Glance

Original Text: Objective
Students will compare the properties, such as color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. They will classify puddles, ponds, streams, rivers, lakes, and oceans as freshwater or saltwater.

Updated Text: Objectives
Students examine the parts and compare the properties, such as color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans.

Students will classify puddles, streams, rivers, lakes, and oceans as freshwater or saltwater.

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ISBN: 9781323223321

Current Page Number(s): 208

Location: Experience 2, Parents and Young, Explain, During the Stations

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: DIFFERENTIATED INSTRUCTION
Challenge Invite students who are ready for a challenge to draw the whole parent animal and the whole young animal. Then have them compare as many structures as they can, telling how those structures are alike and different in the parent animal and the young animal.

Updated Text: DIFFERENTIATED INSTRUCTION
Challenge Invite students who are ready for a challenge to draw the whole parent animal and the whole young animal. Then have them compare as many structures as they can, telling how those structures are alike and different in the parent animal and the young animal.

Special Needs Allow students who struggle working in groups or have language impairments to work with a single supportive partner. Remind partners look at each other when speaking and to speak slowly and clearly.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 64

Location: Differentiated Instruction Box

Original Text: Challenge Invite students to write or draw their own step-by-step procedure for conducting this investigation.

Updated Text:
Striving For students who are striving to understand how to plan and conduct this investigation, have students write down these questions before they begin. What question are you trying to answer How will you use your materials to answer this question? Guide students as needed to answer the questions.

Challenge Invite students to write or draw their own step-by-step procedure for conducting this investigation.

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ISBN: 9781323223321

Current Page Number(s): 10

Location: Topic 1 Launch, Related Phenomenon

Original Text: Taking Apart a Pen Show students a pen that can come apart. Then take apart the pen. Show students each part of the whole pen. Point out that the pen is made up of a few parts. Then put the pen back together again. Ask students if they think the pen still works. Lead a discussion about how the pen is one whole object, but has a few parts that can be taken apart, put back together, and still work

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ISBN: 9781323223321

Current Page Number(s): 71

Location: Topic 3, Force and Motion, Overview

Original Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH 1.7A Use measuring tools to measure the length of objects to reinforce the nature of linear measurement.
MATH 1.7C Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.
ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

ELAR 1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.
Also ELAR 1.6H, 1.7E

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH 1.7A Use measuring tools to measure the length of objects to reinforce the nature of linear measurement.
Also MATH 1.7C
ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.
Also ELAR 1.6E, 1.6H, 1.7E

SOCIAL STUDIES TEKS SS 1.17.F Apply and practice classroom rules and procedures for listening and responding respectfully.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 20

Location: Experience 2 At-A-Glance, Objective

Original Text: Objective Students will observe and classify objects by physical properties including shape, color and texture, and by physical attributes, such as larger or smaller and heavier and lighter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 136

Location: Experience 2, Water, 5Es

Original Text: Comparing Bodies of Water To help students who are having difficulty identifying rivers, lakes, and oceans, display photos of rivers, lakes, and oceans. Group each type together. Ask students to tell the similar properties of lakes (they are large, circular, and surrounded by land). Do the same for oceans and rivers. Have students draw and label a lake, a river, and an ocean in their Science Notebooks to help them distinguish each type of body of water.

Updated Text: Striving To help students who are having difficulty identifying rivers, lakes, and oceans, display photos of rivers, lakes, and oceans. Group each type together. Ask students to tell the similar properties of lakes (they are large, circular, and surrounded by land). Do the same for oceans and rivers. Have students draw and label a lake, a river, and an ocean in their Science Notebooks to help them distinguish each type of body of water.

Special Needs To help students who need help organizing their thoughts, help them make a concept map. In the middle circle, write Bodies of Water. Surround that circle with three other circles with these labels: Rivers, Lakes, Oceans. Work with students to record in surrounding circles what they know about each body of water.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 212

Location: Experience 3, Animal Life Cycles, At a Glance

Original Text: Objective
Students will observe, record, and describe the basic life cycles of a bird, mammal, and fish.

Updated Text: Objective
Students will observe, record, and use patterns to describe the basic life cycles of a bird, mammal, and fish.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 74

Location: Topic 3 Launch

Original Text: •Dog agility is a sport where a handler directs a dog through an obstacle course within a time limit. Obstacles can include jumps tunnels, weave poles, and seesaws. The world's largest authority for the sport of dog agility has its headquarters in Richardson, Texas.

Updated Text: Texas Connection Dog agility is a sport where a handler directs a dog through an obstacle course within a time limit. Obstacles can include jumps tunnels, weave poles, and seesaws. The world's largest authority for the sport of dog agility has its headquarters in Richardson, Texas.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 28

Location: Experience 3 At-A-Glance, Objective

Original Text: Objective
Students will observe and investigate how heating and cooling changes materials. They will also predict and explain changes in materials caused by heating or cooling.

Updated Text: Objectives
Students will develop and use models to predict and explain changes in materials caused by heating or cooling.
Students will identify forms of energy and properties of matter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 140

Location: Experience 3, Movement of Earth's Materials, At a Glance

Original Text: Objective
Students will investigate and describe how water can move rock and soil particles from one place to another.

Updated Text: Objective
Students will investigate and describe the cause-and-effect relationships that explains how water can move rock and soil particles from one place to another

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): XVi

Location: It's So Flexible

Original Text: outdated example Experience At-A-Glance pages.

Updated Text: updated example Experience At-A-Glance pages.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 76

Location: Experience 1, Push and Pull, At a Glance

Original Text: Objective
Students will explain how a push and pull can start, stop, or change the speed or direction of an object’s motion.

Updated Text: Objective
Students will identify and use patterns to explain how a push and pull can start, stop, or change the speed or direction of an object's motion

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 32

Location: Differentiated Instruction Box

Original Text: Model Reading Directions Students may become overwhelmed when they first see directions. Model how they can follow the directions by taking one step at a time. Model rereading the Hands-On Station Card. Prompt them to answer item 2 on the Hands-On Activity before doing the investigation. Then guide them, step-by-step, as they do the investigation

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 141

Location: Experience 3, Movement of Earth's Materials, At a Glance, Explain/Elaborate

Original Text: Additional STEAM Activity

Updated Text: STEAM Activity

Component: *Grade 1 Read About It*

ISBN: 9781428514058

Current Page Number(s): 10

Location: Topic 5, Experience 2, Read About It

Original Text: Fresh Water
Water without salt is called freshwater.

Updated Text: Fresh Water
Freshwater is water with very little salt.

Component: *Grade 1 Student Activity Companion*

ISBN: 9781323223291

Current Page Number(s): 52

Location: Topic 5, Experience 3 Vocabulary Cut Out Cards

Original Text: model - a representation of something

Updated Text: model - show what something is like

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 80

Location: Differentiated Instruction Box

Original Text: Model Show students how to set up the cups. Explain that they will push the ball away from them and toward the cups so that it strikes at least one cup. Demonstrate how to count the number of cups that move and then note this on their activity sheet. Help students identify another way to indicate the number of cups that move—for example, they may be able to circle the cups or tell the number to a partner.

Updated Text: Striving Show students how to set up the cups. Explain that they will push the ball away from them and toward the cups so that it strikes at least one cup. Demonstrate how to count the number of cups that move and then note this on their activity sheet. Help students identify another way to indicate the number of cups that move—for example, they may be able to circle the cups or tell the number to a partner.

Special Needs For students who have speech impairments such as fluency, voice, or articulation disorders, have them circle the cups instead of telling the number to a partner

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 38

Location: Topic 2, Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about how heat causes change. First, in Experience 1, students investigate and describe sources of heat and the applications of heat in everyday life. Then, in Experience 2, students describe how some changes caused by heat are reversible, such as melting and refreezing water. Finally, in Experience 3, students will describe how some changes caused by heat are irreversible, such as baking a cake.

Preview the Anchoring Phenomenon
Students watch and respond to a short Anchoring Phenomenon Video that shows how a new bear-shaped crayon is made by melting pieces of old crayons in an oven. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, What do you need to make a bear-shaped crayon?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 146

Location: Experience 3, Movement of Earth's Materials, Elaborate

Original Text: Additional STEAM Activity
HOW CAN ROCKS AND SAND MOVE?
STATION SETUP safety goggles, water, small rocks, stream table, sand, blocks of different sizes

Updated Text: STEAM Activity
HOW CAN ROCKS AND SAND MOVE?
SETUP safety goggles, water, small rocks, stream table, sand, blocks of different sizes

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 147

Location: Experience 3, Movement of Earth's Materials, Evaluate

Original Text: MOVEMENT OF EARTH MATERIALS
Remind students of the Everyday Phenomenon How did the sand and pebbles get here?

Updated Text: MOVEMENT OF EARTH MATERIALS
Remind students of the Everyday Phenomenon How did the sand or pebbles get here?

Component: *Grade 1 Student Activity Companion*

ISBN: 9781323223291

Current Page Number(s): 65

Location: Topic 6, Experience 3 Literacy Station Activity Sheet

Original Text: How does energy move in a food chain?
1. Ask Think of questions as you read Food Chains.
2. Model Draw arrows to show how energy moves in the food chain.
(write-on line)
(write-on line)

Updated Text: How does energy move in a food chain?
1. Ask Think of questions as you read Food Chains.
(write-on line)
2. Model Draw arrows to show how energy moves in the food chain.
(write-on line)

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 84

Location: Experience 2, Speed and Direction, At a Glance

Original Text: Objective
Students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed and direction of an object's motion.

Updated Text: Objectives
Students will use scientific practices to plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed and direction of an object's motion.
Students will investigate and predict cause and effect relationships to show how pushes and pulls can start, stop or change the speed and direction of an object's motion.

Component: ***Grade 1 Teacher Guide***

ISBN: 9781323223321

Current Page Number(s): 39

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
1.1B Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.
1.1E Collect observations and measurement as evidence.
1.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.
Also 1.1C, 1.1E, 1.2B, 1.3A, 1.3B, 1.3C

RECURRING THEMES AND CONCEPTS TEKS

1.5B Investigate and predict cause and effect relationships in science.
1.5E Identify forms of energy and properties of matter.
Also 1.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
Speaking 3D Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency.
Reading 4D Use pre-reading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
Also Listening 2D; Speaking 3E; Reading 4F

ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 1.1.B Follow, restate, and give oral directions that involve a short, related, sequence of actions.
ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.
Also ELAR 1.3B, 1.6A, 1.6G, 1.7F, 1.9Diii, 1.10B

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
1.1B Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design

solutions to problems.
Also 1.1C, 1.1E, 1.1E, 1.2B, 1.3A, 1.3B, 1.3C

RECURRING THEMES AND CONCEPTS TEKS

1.5B Investigate and predict cause and effect relationships in science.
Also 1.5E, 1.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
Speaking 3D Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency.
Reading 4D Use pre-reading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
Also Listening 2D; Speaking 3E; Reading 4F

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
Math 1.7 Apply mathematical process standards to select and use units to describe length and time.
ELAR 1.1.B Follow, restate, and give oral directions that involve a short, related, sequence of actions.
Also ELAR 1.3B, 1.3D, 1.6A, 1.6G, 1.7F, 1.9Diii, 1.10B

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 39

Location: Home Connection Box

Original Text: Identify Heat Sources at Home As students learn about heat sources and applications of heat throughout the topic, encourage them to work with a family member to identify as many heat sources in their own home as they can. Have students create a list or draw pictures in their notebooks of heat sources they find in their home. Provide students with opportunities to share their observations with the class

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 148

Location: Experience 4, Use and Save Earth Materials, At a Glance

Original Text: Objectives
Students will identify and describe how plants, animals, and humans use rocks, soil, and water. Students will explain why water conservation is important and describe ways to conserve water and protect natural sources of water.

Updated Text: Objectives
Students will identify and describe how plants, animals, and humans use rocks, soil, and water.

Students will collect observations as evidence about how water runs through different soil combinations.

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

TEKS
(insert)
SEP: 1.1E Collect observations and measurements as evidence.

RTC: 1.5A Identify and use patterns to describe phenomena or design solutions.

Component: *Grade 1 Digital Component*

ISBN: 9781428553774

Current Page Number(s): 2

Location: Topic 3, Experience 2 Key Ideas Presentation

Original Text: Teacher Notes: Similarly, student should respond that they can make a skateboard change direction by pushing or pulling it to turn it.

Updated Text: Teacher Notes: Similarly, students should respond that they can make a swing change direction by pushing or pulling it to turn it.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

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

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 86

Location: Related Phenomenon

Original Text: Pushes and Pulls on a Bicycle As an alternative Everyday Phenomenon, consider showing a video of a person bicycling at different speeds. Ask How can they make the bike go faster? How can they make it go slower?

Updated Text: Pushes and Pulls on a Bicycle As an alternative Everyday Phenomenon, consider showing a video videos or photos of people bicycling at one of the Texas Interscholastic Mountain Bike League's races. Ask How can they make the bike go faster? How can they make it go slower?

Publisher: TPS Publishing

Science, Grade 1

Program: *STEAM into Science - Grade 1 Edition: TEKS*

Component: *Teacher Textbook - Grade 1 Science*

ISBN: 9781788058025

Link to Current Content:
View Current Content

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): Page l

Location: Unit Column

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning,identify features and patterns, and discover relationships or correlations to develop evidence-basedarguments or evaluate designs.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning,identify features and patterns, and discover relationships or correlations to develop evidence-basedarguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Grade 1 Science*

ISBN: 9781788058025

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

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning,identify features and patterns, and discover relationships or correlations to develop evidence-basedarguments or evaluate designs.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning,identify features and patterns, and discover relationships or correlations to develop evidence-basedarguments or evaluate designs.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: ***Teacher Textbook - Grade 1 Science***

ISBN: 9781788058025

Link to Current Content:
View Current Content

Current Page Number(s): Page lix

Location: Text

Original Text: 3 – Force, motion, and energy

The student knows the nature of forces and their role in systems that experience stability or change.

The student knows that the total energy in systems is conserved through energy transfers and transformations.

Updated Text: 3 – Force, motion, and energy

The student knows that forces cause changes in motion and position in everyday life.

The student knows that energy is everywhere and can be observed in everyday life.

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition***

ISBN: 9781788058001

Link to Current Content:
View Current Content

Current Page Number(s): Page 9

Location: Add the following sentence after the second paragraph of Scientific method

Original Text: N/A

Updated Text: The guidance listed here may be used generally for all activities where discussion and argumentation are anticipated. For example, the discussion of evidence to support a claim.

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition***

ISBN: 9781788058001

Link to Current Content:
View Current Content

Current Page Number(s): Page 7

Location: The wording of the section for Creating and Editing drafts on page 7 will be modified as follows:

Original Text: N/A

Updated Text: The STEAM reader activities provide opportunities within the activity sections to collaboratively create written drafts with the children based on the subject and storylines in each chapter and to use evidence to support scientific claims.

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition***

ISBN: 9781788058001

Link to Current Content:
View Current Content

Current Page Number(s): Page 4

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by: • Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support). • Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box. • Planning to have at hand any materials needed to implement the Idea box. • Reviewing the task information contained within the Idea boxes.

Publisher: Discovery Education Inc

Science, Grade 2

Program: *Science Techbook for Texas by Discovery Education - Grade 2: TEKS*

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

ISBN: 9781616291822

Current Page Number(s): 52

Location: Materials List

Original Text: • Disposable tablecloth
• Modeling clay
• Craft sticks
• Paper plates
• Paper
• Plastic knife (optional)

Updated Text: • Disposable tablecloth
• Modeling clay
• Craft sticks
• Paper plate
• Construction Paper
• Plastic knife (optional)
• Ruler

Publisher: Houghton Mifflin Harcourt

Science, Grade 2

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 2: TEKS*

Component: ***HMH Into Science Texas Student License Digital Grade 2***

ISBN: 9780358859727

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.8.A, Day 1, Screen 5

Location: Speech to Text Interactivity, image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358861652

Link to Current Content:
View Current Content

Current Page Number(s): p. 132

Location: top image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358861652

Link to Current Content:
View Current Content

Current Page Number(s): p. 145

Location: top image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: ***HMH Into Science Texas Student License Digital Grade 2***

ISBN: 9780358859727

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.9.B, Day 2, Screen 3

Location: Step 3

Original Text: "Step 3"

Updated Text: "Step 3
Organize your data using words. Use a chart to compare.
Step 4"

Component: ***HMH Into Science Texas Teacher Guide Grade 2***

ISBN: 9780358841555

Link to Current Content:
View Current Content

Current Page Number(s): p. 9

Location: Column 2, paragraph 2

Original Text: "Prompt students to discuss with children why they think none of the materials in the activity were classified as all light passed through.
Students may note that no materials allow all light to pass through. Some materials allow light to pass through, such as the windows in our classroom, but we did not have samples of those materials to test in the activity."

Updated Text: N/A

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358861652

Link to Current Content:
View Current Content

Current Page Number(s): p. 226

Location: Step 3

Original Text: "Step 3"

Updated Text: "Step 3
Organize your data using words. Use a chart to compare.
Step 4"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358861652

Link to Current Content:
View Current Content

Current Page Number(s): p. 44

Location: Paragraph 2, Sentence 1

Original Text: "You learned how frozen oil and crayons change when they melt."

Updated Text: "You learned how crayons change when they melt."

Component: ***HMH Into Science Texas Student License Digital Grade 2***

ISBN: 9780358859727

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.6.B, Day 3, Screen 10

Location: Speech to Text interactivity, sentence 1

Original Text: "You learned how frozen oil and crayons change when they melt."

Updated Text: "You learned how crayons change when they melt."

Publisher: Savvas Learning

Science, Grade 2

Program: *Texas Experience Science Grade 2 (Print with digital): TEKS*

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 52

Location: At-A-Glance; Objective

Original Text: Objective
Students will plan and investigate how the strength of a push or pull affects an object's motion.

Updated Text: Objective
Students will plan and conduct a descriptive investigate to predict the cause and effect relationship about how the strength of a push or pull can change an object's motion.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 80

Location: Topic 3, Experience 2, Differentiated Instruction box

Original Text: Support for Striving Students To reinforce understanding, model how to set up the investigation. Demonstrate how to tap an object on a flat surface.

Updated Text: STRIVING To reinforce understanding, model how to set up the investigation. For example, demonstrate how to tap an object on a flat surface. Then, ask students how they will make a sound with the other objects. Remind students that they should use the same method for each object.
CHALLENGE After students have completed this activity, ask them what other questions they would like to investigate as a result of this activity. If time allows students to plan and conduct an investigation to help answer their additional questions.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 191

Location: Topic 7 Overview, SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
2.1G Develop models to represent phenomena and/or processes.
2.3A Develop explanations and propose solutions supported by data and models.
Also 2.1D, 2.1E, 2.1F, 2.3B, 2.3C
RECURRING THEMES AND CONCEPTS TEKS
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

2.5A Identify patterns to describe phenomena.
2.5D Examine parts of a whole to model a system.
2.5F Describe the relationship between structure and function of organisms.
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Reading 4D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
Also Learning Strategies 1A, 1D; Listening 2C, 2D; Speaking 3D, 3E, 3G, 3H: Reading 4E, 4F, 4G, Writing 5B
ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.7C Use text evidence to support an appropriate response.
ELAR 2.7E Interact with sources in meaningful ways such as illustrating or writing.
ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
2.1G Develop models to represent phenomena and/or processes.
Also 2.1D, 2.1E, 2.1F, 2.3A, 2.3B, 2.3C
RECURRING THEMES AND CONCEPTS TEKS
2.5A Identify patterns to describe phenomena.
Also 2.5D, 2.5F
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Speaking 3E Share information in cooperative learning interactions.
Also Learning Strategies 1A, 1D; Listening 2C, 2D; Speaking 3D, 3E, 3G, 3H: Reading 4D, 4E, 4F, 4G, Writing 5B
ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.7C Use text evidence to support an appropriate response.
Also ELAR 2.7E, 2.7F
SOCIAL STUDIES TEKS
2.15A Identify and state facts based on relevant evidence.
Also SS 2.15B

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 132

Location: Topic 5, Experience 1, Literacy Station

Original Text: How can water and wind change Earth's surface?

Updated Text: How can Earth's surface change?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 56
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Explore; During the Stations

Original Text: During the Station
Students will explore and build understanding toward TEKS 2.7B with the following stations.
Hands-On Station How can you move the ball?
STATION SETUP Hands-On Station Card, Hands-On Station Activity, ball, straw, tape, ruler or tape measure, safety goggles
SAFETY Wear safety goggles and do not share straws to demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards.
WHAT TO EXPECT Students conduct an investigation to see how they can move a ball while blowing through a straw. They will observe how the strength of a blow (the push) affects how far the ball moves. They will record and explain their observations on their Hands-On Activity.
GUIDE STUDENT PLANNING Explain that investigations can be used to ask or answer a question. In this investigation, students will be answering a question. Encourage students to use the words push and strength as they plan and conduct their investigation.
Ask:
• What question are you trying to answer?
• What will you change in the investigation?
• How can you make sure that you and your partner are investigating in a safe way?
GUIDED INQUIRY PROCEDURE If students need help designing their investigation, suggest these guided inquiry steps to model and support the inquiry process.
1. Put the ball on a flat surface. Place a piece of tape at this point.
2. Point the straw at the ball. Gently blow through the straw.
3. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started to where it stopped moving. Record the distance.
4. Put the ball back at the starting point.
5. Point the straw at the ball. Blow harder through the straw.
6. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started out to where it stopped moving.
7. Record the distance. Compare the distances.
DIFFERENTIATED INSTRUCTION
Plan and Conduct an Investigation Model how to plan an investigation. Then show students how to follow the plan and conduct the investigation. Be sure to put on safety goggles. Show how to blow through the straw. Tell students not to blow too hard or the ball will move too far. Demonstrate how to place tape at the point where the ball starts and where it stops moving. Model how to measure the distances between the start and end points.

Updated Text: During the Station
Students will explore and build understanding of TEKS 2.7B in the following stations.
Hands-On Station How can you move the ball?
STATION SETUP Hands-On Station Card, Hands-On Station Activity, ball, straw, tape, ruler or tape measure, safety goggles
SAFETY Wear safety goggles and do not share straws to demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards.
WHAT TO EXPECT Students conduct an investigation to see how they can move a ball while blowing through a straw. They will observe how the strength of a blow (the push) affects how far the ball moves. They will record and explain their observations on their Hands-On Activity.
GUIDE STUDENT PLANNING Explain that investigations are used to answer questions. In this investigation, students will answer a question. Encourage students to use the words push and strength as they plan and conduct their investigation.
Ask:
• What question are you trying to answer?
• What will you change in the investigation?
• How can you make sure that you and your partner are investigating in a safe way?
GUIDED INQUIRY PROCEDURE If students need help designing their investigation, suggest these guided inquiry steps to model and support the inquiry process.

1. Put the ball on a flat surface. Place a piece of tape at this point.
2. Point the straw at the ball. Gently blow through the straw.
3. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started to where it stopped moving. Record the distance.
4. Put the ball back at the starting point.
5. Point the straw at the ball. Blow harder through the straw.
6. Repeat step 3. Compare the distances.

DIFFERENTIATED INSTRUCTION
STRIVING Plan and Conduct an Investigation Model how to plan an investigation. Then show students how to follow the plan and conduct the investigation. Wear safety goggles. Show how to blow through the straw. Demonstrate how to place tape at the point where the ball starts and where it stops moving. Model how to measure the distances between the start and end points.
SPECIAL NEEDS For students who have visual impairments, this activity could be a challenge for them. As you model how to do the activity, use very clear descriptive language so these students can picture the activity clearly. Then assign a sighted student with this student to guide them as they perform the activity.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 84

Location: Topic 3, Experience 3, At-A-Glance; Objective

Original Text: Objective
Students will explain how
different levels of sound
are used in everyday life.

Updated Text: Objectives
Students will explain how different levels of sound are
used in everyday life.

Students will use tools to examine
the parts of a whole to define a sound device.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Objective

Original Text: Objective
Students will identify
differences in
environments and
describe how the
physical characteristics
of environments support
plants and animals in an
ecosystem.

Updated Text: Objectives
Students will identify differences in environments and describe how the physical characteristics of environments support plants and animals in an ecosystem.

Students will communicate and support their decision about whether meerkats and flamingos could live in the same environment at a zoo.

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ISBN: 9781323223338

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

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

Original Text: TEKS

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

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 140

Location: Topic 5, Experience 2, At-A-Glance; Objective

Original Text: Objective
Students will learn to distinguish between natural resources and resources made by people that are important to everyday life.

Updated Text: Objectives
Students will learn to distinguish between natural resources and resources made by people that are important to everyday life.

Students will communicate individually and collaboratively how each resource is important.

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Current Page Number(s): 58

Location: Explain; Key Ideas Presentation, 3rd bullet

Original Text: Emphasize how this experience's vocabulary words, direction, motion, position, and strength, are defined and used in context. Students will complete a corresponding Key Ideas Activity investigating the strength of a push during the Key Ideas Presentation.

Updated Text: Emphasize how this experience's vocabulary words, direction, motion, position, and strength, are defined and used in context. Students will complete a corresponding Key Ideas Activity investigating the strength of a push or pull during the Key Ideas Presentation.

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Current Page Number(s): 84

Location: Topic 3, Experience 3, At-A-Glance; Blue box TEKS list

Original Text: TEKS
2.8C Design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance.
2.1D Use tools to observe, measure, test, and compare.
2.1G Design a prototype for a solution to a problem.
2.2D Evaluate a design or an object using criteria to determine if it works as intended.
Also 2.3C, 2.4A, 2.4B, 2.5D

Updated Text: TEKS
TEKS 2.8C Design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance.
SEP 2.1D Use tools to observe, measure, test, and compare.
SEP 2.1G Design a prototype for a solution to a problem.
SEP 2.2D Evaluate a design or an object using criteria to determine if it works as intended.
RTC 2.5D Examine the parts of a whole to define or model a system.
Also 2.3C, 2.4A, 2.4B

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ISBN: 9781323223338

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Blue box TEKS list

Original Text: TEKS
2.12A Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem.
2.3A Develop explanations and propose solutions supported by data and models.
2.3B Communicate explanations and solutions individually in a variety of settings and formats.

Also 2.3C, 2.5D

Updated Text: TEKS
TEKS 2.12A Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem.
SEP 2.3A Develop explanations and propose solutions supported by data and models.
SEP 2.3B Communicate explanations and solutions individually in a variety of settings and formats.
SEP 2.3C Listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.
RTC 2.5D Examine the parts of a whole to define or model a system.

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ISBN: 9781323223338

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

Location: Differentiated Instruction boxes

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

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

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Current Page Number(s): 144

Location: Topic 5, Experience 2, Differentiated Instruction box

Original Text: Challenge Have partners or groups make a short list of resources we use, both natural resources and resources made by people. Direct them to exchange the lists and identify on their partner's list which type each resource is. Tell them to explain how they made their decisions.

Updated Text: Challenge Have partners or groups make a short list of resources we use, both natural resources and resources made by people. Direct them to exchange the lists and identify on their partner's list which type each resource is. Tell them to explain how they made their decisions.

SPECIAL NEEDS: Use Pictures Students with hearing impairments might benefit by using pictures as they explain to a partner how each resource is important. They can draw the pictures themselves or find pictures in their text, a magazine, or online.

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ISBN: 9781323223338

Current Page Number(s): 148

Location: Topic 5, Experience 3, At-A-Glance; Blue box TEKS list

Original Text: TEKS
2.11B Describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of,

reusing, or recycling paper, plastic, and metal.
2.1G Develop and use models to represent phenomena, objects, and processes.
2.4A Explain how science or an innovation can help others.

Updated Text: TEKS
TEKS 2.11B Describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal.
SEP 2.1G Develop and use models to represent phenomena, objects, and processes.
SEP 2.4A Explain how science or an innovation can help others.
RTC 2.5B Investigate and predict cause-and-effect relationships in science.

Component: *Grade 2 Teacher Guide*

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Current Page Number(s): 58

Location: Elaborate; WHAT TO EXPECT

Original Text: WHAT TO EXPECT Students will build a model catapult and then test it to see how far pushes of different strengths cause a pompom to move.

Updated Text: WHAT TO EXPECT Students will build a model catapult and then test it to see how far pulls of different strengths cause a pompom to move.

Component: *Grade 2 Teacher Guide*

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Current Page Number(s): 88

Location: Topic 3, Experience 3, Differentiated Instruction box

Original Text: Support for Striving Students Some students may not hold the string tight enough for the sound to travel easily. Demonstrate how to hold the cup straight up so that the string is taut. Also make sure that students are striking the tuning forks with enough force to make an audible sound.

Updated Text: STRIVING Some students may not hold the string tight enough for the sound to travel easily. Demonstrate how to hold the cup straight up so that the string is taut. Also make sure that students are striking the tuning forks with enough force to make an audible sound.
CHALLENGE For an additional challenge, allow students to use a different thickness of string or yarn to replace the original length of string. Have students compare how the sound is different between the different kinds of string or yarn.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 200

Location: Topic 7, Experience 1, Differentiated Instruction

Original Text: Support for Students Some students may have difficulty seeing the individual plants and animals and the information for each. Enlarge the pictures and have students place them in two piles, one for the dry environment and one for the wet environment.

Updated Text: SPECIAL NEEDS: Visually Impaired Some students may have difficulty seeing the individual plants and animals and the information for each. Enlarge the pictures and have students place them in two piles, one for the dry environment and one for the wet environment.

STRIVING: Role Playing(/bold) Have students take on the role of a nature guide that is describing each of the environments and what plants and animals live there. Encourage them to use their own words and vocabulary from the Experience as they discuss the environments and organisms.

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ISBN: 9781323223338

Current Page Number(s): Throughout Experience pages

Location: Side column

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

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

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 6

Location: Topic Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about matter. First, in Experience 1, they investigate the properties of matter, including texture, flexibility, and temperature. Then, in Experience 2, they investigate changes in matter through processes such as cutting, folding, sanding, melting and freezing. In Experience 3, students demonstrate that matter can be made up of objects that are made up of smaller units and that those units can be combined or reassembled to form new objects for different purposes. They also explain why materials are chosen based on their physical properties.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video about making chocolate candy at home. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How do the properties of this chocolate change?

Texas Connection Texas is the fourth largest producer of peanuts in the United States. Have students think of something made of peanuts, such as Texas peanut brittle. Ask Why do people use peanuts for peanut brittle? When peanut brittle is made, do the properties of the peanuts change?

Teacher Background
Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:
• Matter has physical properties, such as shape and flexibility, and it can be classified by its physical properties.
• States of matter, such as solid and liquid, are physical properties, and they can be changed by melting or freezing.

• Physical changes are changes to a material, such as folding, sanding, or cutting, that do not make a new kind of matter. Changes to state of matter are physical changes.
• Small units of matter can be combined to make new objects with different purposes.
• Engineers choose materials to build their designs based on the materials' physical properties.
• Tempering chocolate is a physical change like melting ice and refreezing it at different temperatures. It controls how the crystals reform.

Common Misconceptions
Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Air is not matter because it cannot be seen. Blow air into a balloon to demonstrate that air has mass and takes up space.
• Making physical changes to the physical properties of a material changes it into a different kind of material. The Hands-On Station Activity in Experience 2 will help students see that a new kind of matter is not made when changes are made to its physical properties.
• Changing the state of matter of a material changes it into a different kind of material. The Literacy Station Activity in Experience 2 will help students see that freezing or melting a material does no change it into a different kind of matter.

Updated Text: Preview the Topic
In this topic, students learn about matter. First, in Experience 1, they investigate the properties of matter, including texture, flexibility, and temperature. Then, in Experience 2, they investigate changes in matter through processes such as cutting, folding, sanding, melting and freezing. In Experience 3, students demonstrate that matter can be made up of objects that are made up of smaller units and that those units can be combined or reassembled to form new objects for different purposes. They also explain why materials are chosen based on their physical properties.

As you progress through the topic, connect the activities back to what students learned in Grade 1. Students can apply what they learned about classifying objects by observable properties(TEKS 1.6A) and the properties of particles in different soil types (TEKS 1.10A) to what they are learning in about properties such as texture (TEKS 2.6A). They can build off what they learned about changes to materials through heating (TEKS 1.6B, 1.8B) to what they are learning about processes that change matter (TEKS 2.6B).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video about making chocolate candy at home. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How do the properties of this chocolate change? Texas Connection Texas is the fourth largest producer of peanuts in the United States. Have students think of something made of peanuts, such as Texas peanut brittle. Ask Why do people use peanuts for peanut brittle? When peanut brittle is made, do the properties of the peanuts change?

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

Teacher Background
Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:
• Matter can be classified by physical properties, such as shape and flexibility.
• States of matter, such as solid and liquid, are physical properties, and they can be changed by melting or freezing.
• Physical changes are changes to a material, such as folding, sanding, cutting, freezing or melting, that do not make a new kind of matter.
• Small units of matter can be combined to make new objects with different purposes.
• Engineers choose materials to build their designs based on the materials' physical properties.

Common Misconceptions
Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Air is not matter because it cannot be seen. Blow air into a balloon to demonstrate that air has mass and takes up space.
• Making physical changes to the physical properties of a material changes it into a different kind of material. The Hands-On Station Activity in Experience 2 will help students see that a new kind of matter is not made when changes are made to its physical properties.
• Changing the state of matter of a material changes it into a new kind of material. The Literacy Station Activity in Experience 2 will help students see that freezing or melting a material does not change it into a new kind of matter.

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Current Page Number(s): 152

Location: Topic 5, Experience 3, Differentiated Instruction box

Original Text: Class Art Theme Help students who cannot develop an idea by providing a theme for students' art, such as animals or superheroes.
Challenge Students can work in groups to make a group art display.
Students can decide the focus of their group display, and each member can make an art piece to add to the display.

Updated Text: STRIVING: Class Art Theme Help students have trouble coming up with an idea by providing a theme for students' art, such as animals or superheroes.
CHALLENGE Students can work in groups to make a group art display.
Students can decide the focus of their group display, and each member can make an art piece to add to the display.

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Current Page Number(s): 39

Location: Topic Overview, ELAR TEKS

Updated Text: SOCIAL STUDIES TEKS SS 2.15B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

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Current Page Number(s): 94

Location: Topic 4 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn that the natural world has recognizable patterns that can be observed in systems and processes. First, in Experience 1, they describe the sun as a star and recognize that the moon reflects the sun's light. Then, in Experience 2, they measure, record, and graph weather information. Finally, in Experience 3, they investigate different types of severe weather events and explain that each one is most common in a given region of the United States.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video that shows

how weather is changing along a stretch of highway. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is the weather changing?

Teacher Background

Watch the Teacher Background Video, Patterns in the Sky, to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

• The natural world has recognizable patterns that can be predicted.
• The sun is a star that provides light and heat, and the moon reflects the sun's light.
• Objects in the sky are more visible and can appear different with a telescope than with an unaided eye.
• Weather information, such as temperature and precipitation, can be observed, measured, recorded, and graphed.
• Some types of severe weather events are hurricanes, tornadoes, and floods.
• Some types of severe weather events are more likely to occur in some regions than in others.

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

• The stars in the night sky are much smaller than our sun. In Experience 1, reinforce that distance is a factor when comparing the way objects in space appear to us on Earth. For example, the sun is a medium-sized star that looks enormous from our vantage point on Earth. Yet the sun is smaller than many of the stars in our galaxy, which appear to us as tiny points of light in the night sky.
• Severe weather events occur randomly. Students learn in Experience 3 that each type of severe weather requires specific conditions that occur only in certain places. For example, hurricanes are fueled by warm ocean water. As a result, they form over warm oceans. Note that this is why coastal cities of eastern Texas, such as Galveston and Corpus Christi, have long histories of hurricane damage, whereas inland cities of western Texas, such as El Paso and Amarillo, do not

Updated Text: Preview the Topic

In this topic, students learn that the natural world has recognizable patterns that can be observed in systems and processes. In Experience 1, they describe the sun as a star and recognize that the moon reflects the sun's light. In Experience 2, they measure, record, and graph weather information. In Experience 3, they investigate types of severe weather events and explain that each one is most common in a given region of the United States.

As you progress through the topic, connect the activities back to Topic 3, Sound and Volume. Students can use what they learned about sound and vibrations (TEKS 2.8A) and apply it to what they learn in Topic 4 about severe weather events such as tornadoes (TEKS 2.10C). They can also apply what they learned about how people use levels of sound (TEKS 2.8B) to how devices that use sound could be used to warn people about severe weather events (TEKS 2.8C).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video that shows how weather is changing along a stretch of highway. As students progress through

the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is the weather changing?
Topic Readiness Test and Remediation
Students answer questions to show what they already know about Patterns in the Sky by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.
Teacher Background
Watch the Teacher Background Video, Patterns in the Sky, to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:
• The sun is a star that provides light and heat. The moon reflects the sun's light.
• Objects in the sky are more visible and can appear different with a telescope than with an unaided eye.
• Weather information, such as temperature and precipitation, can be observed, measured, recorded, and graphed.
• Some types of severe weather events are hurricanes, tornadoes, and floods. These events are more likely to occur in some regions than in others.
Common Misconceptions
Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• The stars in the night sky are much smaller than our sun. Disatnce is a factor when comparing the way objects in space appear to us on Earth. The sun is a medium-sized star that looks enormous from Earth. Yet the sun is smaller than many of the stars that appear as tiny points of light in the night sky.
• Severe weather events occur randomly. Each type of severe weather requires specific conditions that occur only in certain places. For example, hurricanes are fueled by warm ocean water. As a result, they form over warm oceans. This is why coastal cities of eastern Texas have histories of hurricane damage, whereas inland cities of western Texas do not.

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Current Page Number(s): 204

Location: Topic 7, Experience 2, At-A-Glance; Objective

Original Text: Objective
Students will explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around.

Updated Text: Objectives
Students will explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around.
Students will record data using pictures or words to tell what they observe about what moves different kinds of seeds.
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*updated since previous report

Component: ***Grade 2 Teacher Guide***

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Current Page Number(s): 7

Location: Topic Overview, SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
2.1B Use scientific practices to plan and conduct simple descriptive investigations.
2.2B Analyze data by identifying significant features and patterns.
2.2D Evaluate a design or object using criteria to determine if it works as intended.
Also 2.1A, 2.1D 2.1E, 2.1F, 2.3B, 2.4B
RECURRING THEMES AND CONCEPTS TEKS
2.5C Measure and describe the properties of objects in terms of size and quantity.
Also 2.5A, 2.5B, 2.5D, 2.5G
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Reading 4D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
Listening 2D, 2I; Speaking 3C, 3G, 3H; Reading 4D, 4F, 4J, 4G
ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.7C Use text evidence to support an appropriate response.
ELAR 2.7E Interact with sources in meaningful ways such as illustrating or writing.
ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
2.1B Use scientific practices to plan and conduct simple descriptive investigations.
2.2D Evaluate a design or object using criteria to determine if it works as intended.
Also 2.1A, 2.1D, 2.1E, 2.1F, 2.2B, 2.3B, 2.4B
RECURRING THEMES AND CONCEPTS TEKS
2.5C Measure and describe the properties of objects in terms of size and quantity.
Also 2.5A, 2.5B, 2.5D, 2.5G
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
Listening 2D, 2I; Speaking 3C, 3G; Reading 4D, 4F, 4J, 4G
ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.7C Use text evidence to support an appropriate response.
Also, ELAR 2.7E, ELAR 2.7F
SOCIAL STUDIES TEKS
SS 2.16G Apply and practice classroom rules and procedures for listening and responding respectfully.
Also, SS 2.15B

Component: ***Grade 2 Teacher Guide***

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Current Page Number(s): N/A

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

Original Text: Initial list of TEKS standards

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

Component: ***Grade 2 Teacher Guide***

ISBN: 9781323223338

Current Page Number(s): 158

Location: Topic 6 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about plants and animals. First, in Experience 1, they identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival. Then, in Experience 2, they learn about and compare how the structures and behaviors of animals help them find and take in food, water, and air, and explore how being part of a group helps animals obtain food, defend themselves, and cope with changes. Finally, in Experience 3, students explore the life cycles of a frog and a butterfly.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video that shows how bees and plants interact and how bees communicate to other bees where to find a food source. Through this, students explore different parts of plants and animals and how animals benefit from living in groups. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does being part of a hive help a bee survive?
Teacher Background
Watch the Teacher Background video Plants and Animals to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:
• Most plants have roots, stems, leaves, and flowers that help them meet their basic needs. The structures of the parts vary in different kinds of plants.
• Flowers are the plant part that enable the plant to produce new plants.
• The flowers of some plants grow fruits, which encase and protect their seeds.
• Animals use structures and behaviors to find food and to get water and air.
• Living in groups can help animals find food and protect them.
• Some animals, such as the butterfly and the frog, have unique life cycles.

Updated Text: Preview the Topic
In this topic, students learn about plants and animals. First, in Experience 1, they identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival. Then, in Experience 2, they learn about and compare how the structures and behaviors of animals help them find and take in food, water, and air, and explore how being part of a group helps animals obtain food, defend themselves, and cope with changes. Finally, in Experience 3, students explore the life cycles of a frog and a butterfly.

As you progress through the topic, connect the activities back to Topic 5. Students can apply what they learned in Topic 5 about resources and how human impact can be limited by making choices to conserve and properly dispose of materials (TEKS 2.11A, 2.11B) to resources animals need and how animals find and take in food, water, and air (TEKS 2.13B) in Topic 6.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video that shows

how bees and plants interact and how bees communicate to other bees where to find a food source. Through this, students explore different parts of plants and animals and how animals benefit from living in groups. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does being part of a hive help a bee survive?

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

Teacher Background
Watch the Teacher Background video Plants and Animals to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:
• Most plants have roots, stems, leaves, and flowers that help them meet their basic needs. The structures of the parts vary in different kinds of plants.
• Animals use structures and behaviors to find food and to get water and air.
• Living in groups can help animals find food and protect them.
• Animals, such as the butterfly and the frog, have unique life cycles.

Component: ***Grade 2 Teacher Guide***

ISBN: 9781323223338

Current Page Number(s): 95

Location: Topic 4 Overview, Scientific and Enginnering Practice TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
2.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.
2.2B Analyze data by identifying significant features and patterns.
Also 2.1C, 2.1D, 2.1E, 2.1E, 2.1F, 2.1G, 2.3A. 2.3B, 2.3C
RECURRING THEMES AND CONCEPTS TEKS
2.5B Investigate cause-and-effect relationships in science.
Also 2.5A, 2.5D, 2.5G
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communications in academic and social contexts, to using abstract and contentbased vocabulary during extended speaking assignments.
Also Listening 2C, 2E; Speaking 3E, 3H; Reading 4C, 4F, 4G
MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
Math 2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
ELAR 2.9D Recognize characteristics and structures of informational text.
Also ELAR TEKS 2.6E, 2.7E, 2.12D

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
2.2B Analyze data by identifying significant features and patterns.
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*updated since previous report

Also 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.3A. 2.3B, 2.3C
RECURRING THEMES AND CONCEPTS TEKS
2.5B Investigate cause-and-effect relationships in science.
Also 2.5A, 2.5D, 2.5G
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
Also Listening 2E; Speaking 3E, 3H; Reading 4C, 4F, 4G
MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
Math 2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
ELAR 2.9D Recognize characteristics and structures of informational text.
Also ELAR TEKS 2.6E, 2.7E, 2.12D
SOCIAL STUDIES TEKS
SS 2.16E Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 208

Location: Topic 7, Experience 2, Differentiated Instruction

Original Text: Support for Students Show students the different types of seeds. Explain that they will use properties such as seed size, weight (by feel), and texture to determine whether each seed will travel best by wind, water, or fur. If students have vision impairments and are unable to see the seed details, allow extra time for them to hold and feel the seeds to evaluate their characteristics.

Updated Text: STRIVING Show students the different types of seeds. Explain that they will use properties such as seed size, weight (by feel), and texture to determine whether each seed will travel best by wind, water, or fur.
SPECIAL NEEDS If students have vision impairments and are unable to see the seed details, allow extra time for them to hold and feel the seeds to evaluate their characteristics.
CHALLENGE Have interested students make models of three different seeds—one that is scattered by wind, one by water, and one by animals.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 7

Location: Topic Overview; Home Connection

Original Text: Home Connection
Physical Changes to Matter Encourage students to work with a family member or guardian to find materials and objects in their home to which they can make physical changes. Invite them to work with an adult to make changes to the objects' physical properties and to keep track in their Science Notebooks of the objects and the changes made to them. Provide students with opportunities to share their observations with the class.

Updated Text: Home Connection
Physical Changes to Matter Encourage students to work with a family member or guardian to find materials and objects in their home to which they can make physical changes. Invite them to work with an adult to make changes to the objects' physical properties and to keep track in their Science Notebooks of the objects and the changes made to them. Provide students with opportunities to share their observations with the class.

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

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

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

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 159

Location: Topic 6 Overview, English Language Arts and Reading TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.6B Generate questions about text before, during, and after reading to
deepen understanding and gain information.
ELAR 2.7C Use text evidence to support an appropriate response.
Also ELAR 2.7E, 2.7F

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.7C Use text evidence to support an appropriate response.
Also ELAR 2.6B, 2.7E, 2.7F
SOCIAL STUDIES TEKS
SS 2.17A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.
Also SS 2.11C

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 96

Location: Topic 4, Topic Planner, Experience 2; STEAM Activity

Original Text: STEAM Activity How can you design a
weather station?

Updated Text: STEAM Activity Build A Weather Station

Component: ***Grade 2 Teacher Guide***

ISBN: 9781323223338

Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Updated Text: (updated example page)

Component: ***Grade 2 Teacher Guide***

ISBN: 9781323223338

Current Page Number(s): 12

Location: At-A-Glance; Objective

Original Text: Objective
Students will classify matter by observable physical properties.

Updated Text: Objective
Students will identify and use tools and patterns to classify matter by observable physical properties.

Component: ***Grade 2 Digital Components***

ISBN: 9781428553781

Link to Current Content:
View Current Content

Current Page Number(s): 15

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Answers, Slide, Exit Ticket, Slide and Teacher Support

Original Text: (Revisions based on SRP Review of TEKS 13.B.xvi, 13.B.xviii, and 13.B.xxii)
(Slide)
Exit Ticket
Compare Tell how the structures or behaviors of each animal help it find or take in food.

(Photo of anteater)(Photo of honey bees in a honey comb)(photo of a spider in a web)

(slide notes)
Exit Ticket

Teacher Support
Complete this activity as a class or print the slide for use by individual students or student pairs.

Read aloud the directions.
If necessary, review the meanings of structure and behavior.

Call on students to name the animal in each picture.
Have student partners discuss the answer for each picture.
Move around the classroom and listen to assess student ideas.

Then ask volunteers to share their answer.
Ask the group whether they want to change or add anything in the answer.
Record a final answer.

Display the next slide to show students the correct answers.

Updated Text: Delete slide

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 164

Location: Topic 6, Experience 1, At-A-Glance; Objective

Original Text: Objective
Students will identify and
describe plant structures
and compare how they
help plants meet their
basic needs

Updated Text: Objectives
Students will identify and describe plant structures and compare how they help plants meet their basic needs.
Students will use a hand lens to observe the parts of two plants.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 100

Location: Topic 4, Experience 1, At-A-Glance; Objective

Original Text: Objective
Students will explain that
the sun provides Earth
with light and heat and
that the moon reflects the
sun's light.

Updated Text: Objectives
Students will collect observations to explain that the sun
provides Earth with light and heat and that the moon
reflects the sun's light.
Students will investigate and predict cause-and-effect
relationships between the light of the sun and heat
on Earth.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 104

Location: Topic 4, Experience 1, Differentiated Instruction box

Original Text: Visual Impairments Allow student to place their fingers in the water to compare the temperatures, or pair a student with a seeing partner.

Updated Text: SPECIAL NEEDS: Visual Impairments Allow student to place their fingers in the water to compare the temperatures, or pair a student with a seeing partner.
CHALLENGE After completing the investigation, some students may have additional questions they would like to investigate. Time permitting, have students share their questions with you and allow them to plan and conduct a simple descriptive investigation to answer their questions.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 20

Location: At-A-Glance; Objective

Original Text: Objective
Students conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.

Updated Text: Objective
Students use tools and scientific practices to conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Current Page Number(s): 12-13

Location: Topic 2, Experience 2, Key Ideas Presentation

Original Text: (Update Teacher Support)
How does the strength of a push change an object's motion?

Teacher Support
Have students repeat the key term word. If students need vocabulary support, review the vocabulary card or slide 1 as a class.

Vocabulary Support
Make sure students correctly pronounce the vocabulary word strength.
If students have trouble pronouncing it, have them say the word length.
The rhyming sound might help students correctly pronounce the vocabulary word.

Discussion
Look at the pictures with students. Point out that the red arrow stands for the strength of a push that was used to make the swing move. A longer arrow stands for a push with a greater force.

Ask In which picture was a stronger push used? (the picture on the right)
Ask Describe the motion of the swing in each picture. (The swing on the right moved a greater distance and went higher than the swing on the left.)

Ask Why did the motion of the swing changes from the first picture to the second picture? (A stronger push was used on the right.)

Try it Out!
Have students think of an object that moves, such as a door, a grocery cart, or a shovel. Then have students draw two pictures, one that shows how the object will move when a small push is used and one that shows how the object will move when a large push is used. Allow students to show their drawings to the class and to describe the cause-and-effect of the pushes in their drawings.

Updated Text: (Update Teacher Support)
How does the strength of a force change an object's motion?

Teacher Support
Have students repeat the key term word. If students need vocabulary support, review the vocabulary card or slide 1 as a class.

Vocabulary Support
Make sure students correctly pronounce the vocabulary word strength.
If students have trouble pronouncing it, have them say the word length.
The rhyming sound might help students correctly pronounce the vocabulary word.

Discussion
Look at the pictures with students. Point out that the red arrow stands for the strength of a push that was used to make the swing move. A longer arrow stands for a push with a greater force. These arrows model forces. They can be used to model the strength of a pull too.

Ask In which picture was a stronger push used? (the picture on the right)
Ask Describe the motion of the swing in each picture. (The swing on the right moved a greater distance and went higher than the swing on the left.)
Ask Why did the motion of the swing changes from the first picture to the second picture? (A stronger push was used on the right.)

Try it Out!
Have students think of an object that moves, such as a door, a grocery cart, a wagon or a shovel. Then have students draw two pictures, one that shows how the object will move when a small push is used and one that shows how the object will move when a large push is used. Repeat this activity to show how the object will move when a small pull is used and then when a large pull is used. Allow students to show their drawings to the class and to describe the cause-and-effect of the pushes in their drawings.
"

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 172

Location: Topic 6, Experience 2, At-A-Glance; Objective

Original Text: Objective
Students will describe
how the structures and
behaviors of animals help
them survive.
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*updated since previous report

Updated Text: Objectives
Students will describe how the structures and behaviors of animals help them survive.

(new Students will model how fish form a group, or school.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 108

Location: Topic 4, Experience 2, At-A-Glance; Objective

Original Text: Objective
Students will record and
graph weather information,
including temperature and
precipitation.

Updated Text: Objectives
Students will use tools to record and graph weather
information, including temperature and precipitation.
Students will look at the parts of a weather tool and tell
how the parts work together to give information about
the weather.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 24

Location: Differentiated Instruction box

Original Text: Challenge Provide students with additional materials and tools and challenge them to find more ways to change the materials. If time permits, invite them to share their discoveries with the rest of the class.

Updated Text: CHALLENGE Provide students with additional materials and tools and challenge
them to find more ways to change the materials. If time permits, invite them to
share their discoveries with the rest of the class.

SPECIAL NEEDS For students who need help organizing their thoughts and notes, have them make a three-column chart. At the top of the first column have students write: What question are you trying to answer? In the second and third columns, have students write these questions: What materials will you use to answer this question?; What observations will you make during the activity? As students progress through the Hands-On Station, they can write answers to those questions in the appropriate column.

Component: *Grade 2 Student Activity Companion*

ISBN: 9781323223307

Current Page Number(s): 21

Location: Topic 2 Experience 2, Key Ideas Activity

Original Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv)
Investigate the

Strength of a Push
1. Plan You have a ball, tape, and space on the floor.
Write a plan to investigate how the strength of a push
can change the motion of the ball.
Step 1
Step 2
Step 3
Step 4
2. Predict How far do you think the ball will move with
each push? Use your plan.

Updated Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv)
Investigate the
Strength of a Force
1. Plan You have a ball, tape, string, and space on the floor.
Write a plan to investigate how the strength of a push or pull
can change the motion of the ball.
Step 1
Step 2
Step 3
Step 4
Step 5
2. Predict How far do you think the ball will move with
each push or pull? Use your plan.

Component: ***Grade 2 Teacher Guide***

ISBN: 9781323223338

Current Page Number(s): 176

Location: Topic 6, Experience 2, Differentiated Instruction box

Original Text: Adapt the Fish Some students may not be able to distinguish certain colors.
Students can mark their fish with shapes, such as squares, triangles, and circles,
rather than color them. For students whose vision prevents them from clearly
seeing the fish, consider using fish with different textures that they can feel,
such as cotton balls, sandpaper, or pieces of cotton.

Updated Text: SPECIAL NEEDS: Use Shapes Some students may not be able to distinguish certain colors. Students can mark their fish with shapes, such as squares, triangles, and circles, rather than color them.

SPECIAL NEEDS: Use Textures For students whose vision prevents them from clearly seeing the fish, consider using fish with different textures that they can feel, such as cotton balls, sandpaper, or pieces of cotton.

Component: ***Grade 2 Teacher Guide***

ISBN: 9781323223338

Current Page Number(s): 109

Location: Topic 4, Experience 2, STEAM Activity

Original Text: STEAM Activity How can you design a
weather station?

Updated Text: STEAM Activity Build A Weather Station

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 28

Location: At-A-Glance; Objective

Original Text: Students demonstrate that small units can be combined or reassembled to form new objects for different purposes.

Updated Text: Students use engineering practices to examine and demonstrate that small units can be combined or reassembled to form new objects for different purposes.

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Location: Topic 2 Experience 2, Key Ideas Activity, TE Google Doc

Original Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv)
IInvestigate the
Strength of a Push
Plan You have a ball, tape, and space on the floor. Write a plan to investigate how the strength of a push can change the motion of the ball. Sample answers:
Step 1 Place a piece of tape on the floor.
Step 2 Put the ball on the tape. Lightly push the ball.
Step 3 Use tape to mark where the ball stopped.
Step 4 Repeat steps 2 and 3 with a stronger push.
Predict How far do you think the ball will move with each push? Use your plan.
Sample answer: If I push on the ball with a light push, the ball will go a short distance. If I push on the ball with a stronger push, it will go farther.

Updated Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv)
Investigate the
Strength of a Force
Plan You have a ball, tape, string, and space on the floor. Write a plan to investigate how the strength of a push or pull changes the motion of the ball. Sample Answers:
Step 1 Place a piece of tape on the floor.
Step 2 Put the ball on the tape. Lightly push the ball.
Step 3 Use tape to mark where the ball stopped.
Step 4 Repeat steps 2 and 3 with a stronger push.
Step 5 Tie the string to the ball. Repeat steps 2&3 using a light pull and a strong pull.
Predict How far do you think the ball will move with each push or pull? Use your plan.
Sample answer: If I use a lighter push or pull on the ball, the ball will move a shorter distance than if I use a stronger push or pull.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 177

Location: Topic 6 Experience 2, Literacy Station

Original Text: Literacy Station How do behaviors help animals?

Updated Text: Literacy Station How do behaviors help animals survive?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 116

Location: Topic 4, Experience 3, At-A-Glance; Objective

Original Text: Objective
Students will investigate
extreme weather, including
hurricanes, tornadoes, and
floods, and where they are
most likely to occur.

Updated Text: Objectives
Students will investigate extreme weather, including
hurricanes, tornadoes, and floods, and where they are
most likely to occur.
Students will model a flood occurring around a lake and
analyze their data to tell what might happen to plants
and animals near a flooded river.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 32

Location: Differentiated Instruction box

Original Text: Compare Models If students have difficulty seeing how their model house differs from a classmate's model house, ask questions to help them see the differences. For example, you could ask, Is your house longer than your classmate's house? Is it taller or shorter? Does it contain more or fewer blocks? Are the blocks the same or different shapes and colors?

Updated Text: STRIVING Compare Models If students have difficulty seeing how their model house differs from a classmate's model house, ask questions to help them see the differences. For example, you could ask, Is your house longer than your classmate's house? Is it taller or shorter? Does it contain more or fewer blocks? Are the blocks the same or different shapes and colors?

CHALLENGE Identify the Problem Guide students to understand the first thing they did at the beginning of the Hands-On and Literacy stations was to identify the problem they wanted to solve. Ask What was the problem you were trying to solve? (We wanted to find out how to use the clay and toothpicks to make different shapes.)

Component: ***Grade 2 Teacher Guide***

ISBN: 9781323223338

Current Page Number(s): 62

Location: Topic 3 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about sound as a form of energy. First, in Experience 1, students investigate how sound moves through matter. Then, in Experience 2, they
explore why different levels of sound are used in different situations. Finally, in Experience 3, they learn how sounds can be used to communicate over a distance and then design and build a device to do so.
PREVIEW ANCHORING PHENOMENON
Student watch and respond to a short Anchoring Phenomenon video of a city scene filled with many different sounds. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, Why is the siren the loudest sound?

Updated Text: Preview the Topic
In this topic, students learn about sound as a form of energy. First, in Experience 1, students investigate how sound moves through matter. Then, in Experience 2, they
explore why different levels of sound are used in different situations. Finally, in Experience 3, they learn how sounds can be used to communicate over a distance
and then design and build a device to do so.
As you progress through the topic, connect the activities back to Topic 1, Matter, and Topic 2, Force and Motion. Students can apply what they learned in Topic 2 about what happens to objects when they touch or collide (TEKS 2.7A) to explain that vibrating matter causes sound (TEKS 2.8A). Students can apply what they learned in Topic 1 about about the physical properties of materials and that materials are often chosen when designing an object based on those properties (TEKS 2.6A, 2.6C) to the device they design and build to communicate with sound over a distance (TEKS 2.8C).
PREVIEW ANCHORING PHENOMENON
Student watch and respond to a short Anchoring Phenomenon video of a city scene filled with many different sounds. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, Why is the siren the loudest sound?
Topic Readiness Test and Remediation
Students answer questions to show what they already know about Sound and Volume by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: ***Grade 2 Teacher Guide***

ISBN: 9781323223338

Current Page Number(s): 180

Location: Topic 6, Experience 3, At-A-Glance; Objective

Original Text: Objective
Students will describe the
life cycles of the frog and
butterfly.

Updated Text: Objective
Students will describe the
life cycles of the frog and
butterfly.

Students will describe the pattern of the life cycles of a frog and butterfly.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade 2 Topic 4 Read About It*

ISBN: 9781428514041

Current Page Number(s): 5

Location: Caption

Original Text: The McDonald
Observatory in Austin,
Texas, has several
large telescopes.

Updated Text: The McDonald
Observatory in Fort Davis,
Texas, has several
large telescopes.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 33

Location: After the Stations; Revisit Anchoring Phenomenon

Original Text: Have students apply what they have learned in the stations to the Everyday Phenomenon, What structure would you make from these materials. Why? Students may want to discuss with a partner any new understandings they have about the phenomenon. They can revisit their ideas and questions as they work through the experience.

Updated Text: Have students apply what they have learned in the stations to the Everyday
Phenomenon, What is the same in these two structures? Students may want to discuss with a partner any new understandings they have about the phenomenon. They can revisit their ideas and questions as they work through the experience.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 63

Location: Topic 3 Overview, Scientific and Enginnering Practice TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
2.1G Develop and use models to represent phenomena, objects, and processes.
2.2D Evaluate an object using criteria to determine if it works as intended.

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*updated since previous report

2.4B Identify scientists and engineers.
Also 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.2A, 2.3A, 2.3B, 2.3C, 2.4A
RECURRING THEMES AND CONCEPTS TEKS
2.5C Describe the properties of objects in terms of relative quantity.
2.5E Identify forms of energy and properties of matter.
Also 2.5A, 2.5B, 2.5D
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
Also Listening 2C, 2E; Speaking 3D; Reading 4C
ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.1D Interact with sources in meaningful ways such as illustrating or writing.
ELAR 2.7A Describe personal connections to a variety of sources.
ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
2.2D Evaluate an object using criteria to determine if it works as intended.
2.4B Identify scientists and engineers.
Also 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.2A, 2.3A, 2.3B, 2.3C, 2.4A
RECURRING THEMES AND CONCEPTS TEKS
2.5C Describe the properties of objects in terms of relative quantity.
2.5E Identify forms of energy and properties of matter.
Also 2.5A, 2.5B, 2.5D
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
Also Listening 2C, 2E; Speaking 3D; Reading 4C
ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.1D Interact with sources in meaningful ways such as illustrating or writing.
ELAR 2.7A Describe personal connections to a variety of sources.
ELAR 2.7F Respond using newly acquired vocabulary as appropriate.
SOCIAL STUDIES TEKS
SS 2.17A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 184

Location: Topic 6, Experience 3, Differentiated Instruction box

Original Text: Model Students may have difficulty determining how many days have occurred between the stages shown on the worksheet. Show students how to keep track of the number of days by writing the date that they observe each stage happen. They can then use a calendar to count the number of days.

Updated Text: STRIVING: Model Students may have difficulty determining how many days have occurred between the stages shown on the worksheet. Show students how to keep track of the number of days by writing the date that they observe each stage happen. They can then use a calendar to count the number of days

CHALLENGE Have interested students compare the life cycle of the butterfly to the life cycle of a moth. They can find pictures of these life cycles in books or online. Have them compare and contrast the moth life cycle with the life cycle of the butterfly..

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

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

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 126

Location: Topic 5 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about Earth's resources. First, in Experience 1, they investigate the way the movement of water and wind can change Earth's surface. Then, in Experience 2, students distinguish between natural resources and resources made by people. Finally in Experience 3, students recognize that people affect resources and that resources can be conserved by reuse and recycling.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video on the Lighthouse rock formation at Texas' Palo Duro Canyon. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How did the Lighthouse rock get its shape?

Updated Text: Preview the Topic
In this topic, students learn about Earth's resources. First, in Experience 1, they investigate the way the movement of water and wind can change Earth's surface. Then, in Experience 2, students distinguish between natural resources and resources made by people. Finally in Experience 3, students recognize that people affect resources and that resources can be conserved by reuse and recycling.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video on the Lighthouse rock formation at Texas' Palo Duro Canyon. As students progress

through the experiences, they will answer the Anchoring Phenomenon question, How did the Lighthouse rock get its shape?

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

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 38

Location: Topic Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, they investigate how objects push on each other and how they may change shape when they touch or collide. Then, in Experience 2, students investigate how the strength of a push or pull can change an object's motion.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video that shows how construction machinery uses pushes to change the shape and features of land. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does construction change the land?

Updated Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, they investigate how objects push on each other and how they may change shape when they touch or collide. Then, in Experience 2, students investigate how the strength of a push or pull can change an object's motion.

As you progress through the topic, connect the activities back Topic 1, Matter. Students can apply what they learned in about the observable physical properties of material (TEKS 2.6A) and how properties can be changed through processes such as folding (TEKS 2.6B) to explain how objects push on each other and may change shape when touch or collide (TEKS 2.7A).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video that shows how construction machinery uses pushes to change the shape and features of land. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does construction change the land?

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

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 68

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*updated since previous report

Location: Topic 3, Experience 1, At-A-Glance; Objective

Original Text: Students will demonstrate
and explain that sound
is made when matter
vibrates.

Updated Text: Students will demonstrate and explain that sound is a form
of energy and that sound is made when matter vibrates.

Component: *Grade 2 Topic 5 Read About It*

ISBN: 9781428514065

Current Page Number(s): 12

Location: Caption

Original Text: The Johnson Space Center is a
resource of
people with
important
skills.

Updated Text: The people working at the Johnson Space Center and their skills make this place an important resource.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 72

Location: Topic 3, Experience 1, Differentiated Instruction box

Original Text: Model To reinforce understanding, model how to set up the investigation.
Make sure students know to observe the sand before, during, and after the
sound is being made.

Updated Text: STRIVING: Model To reinforce understanding, model how to set up the investigation.
Make sure students know to observe the sand before, during, and after the
sound is being made.
SPECIAL NEEDS For students who struggle to work effectively in groups,
be sure that all students in the group have specific tasks that must be
accomplished in order for the entire group to be successful. This way a student
who struggle working in a group understands, as do the other members of the
group, that they have an important role in the group.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about how organisms interact with each other and with
their environments. First, in Experience 1, they identify differences in environments
and describe how the physical characteristics of environments support the plants

and animals in an ecosystem. Then, in Experience 2, they explain and demonstrate how some plants depend on other living things, wind, or water for pollination and seed dispersal. Finally, in Experience 3, they describe the purpose of a food-chain model, identify producers and consumers in a food chain, and then create food chains to demonstrate the dependence of animals on other living things.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video about how the prickly pear cactus helps the animals in a desert. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does the prickly pear cactus help the Texas desert ecosystem?
Teacher Background
Watch the Teacher Background video Organisms and Environments to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• The basic needs of living things are met through interactions with each other and with their physical environment.
• In order to reproduce, some plants depend on animals, wind, or water to distribute their pollen and seeds.
• The physical characteristics of an environment, such as the amount of rainfall, help determine the plants and animals that can live in that ecosystem.
• Plants and animals within an ecosystem interact through a food chain, a series of interconnected relationships between producers and consumers.
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and address them as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• An animal's home is the same as its habitat. An animal's home gives it shelter and a place to have its young. The animal's habitat, on the other hand, supplies air, food, shelter, space, and water.
• Organisms placed higher in a food chain eat everything below them on the chain. Consumer organisms may eat many different types of organisms below them, but many consumers only eat one or a few types of organisms.

Updated Text: Preview the Topic
In this topic, students learn about how organisms interact with each other and with their environments. First, in Experience 1, they identify differences in environments and describe how the physical characteristics of environments support the plants and animals in an ecosystem. Then, in Experience 2, they explain and demonstrate how some plants depend on other living things, wind, or water for pollination and seed dispersal. Finally, in Experience 3, they describe the purpose of a food-chain model, identify producers and consumers in a food chain, and then create food chains to demonstrate the dependence of animals on other living things.
As you progress through the topic, connect the activities back to Topic 6, Plants and Animals. Students can apply what they learned about plant structures, animal structures, animal behaviors, and groups (TEKS 2.13B, 2.13C) with how physical characteristics of environments support plants and animals and food chains in Topic 7 (TEKS 2.12.A, 2.12.B). They can also use what they learn about butterfly life cycles in Topic 6 (TEKS 2.13D) with how plants depend on living things for pollination (TEKS 2.12C).
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon video about how the prickly pear cactus helps the animals in a desert. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does the prickly pear cactus help the Texas desert ecosystem?

Topic Readiness Test and Remediation (body text)Students answer questions to show what they already know about Organisms and Environments by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.Teacher Background
Watch the Teacher Background video Organisms and Environments to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• The basic needs of living things are met through interactions with each other and with their physical environment.
• In order to reproduce, some plants depend on animals, wind, or water to distribute their pollen and seeds.
• The physical characteristics of an environment, such as the amount of rainfall, help determine the plants and animals that can live in that ecosystem.
• Plants and animals within an ecosystem interact through a food chain, a series of interconnected relationships between producers and consumers.
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and address them as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• An animal's home is the same as its habitat. An animal's home gives it shelter and a place to have its young. The animal's habitat, on the other hand, supplies air, food, shelter, space, and water.
• Organisms placed higher in a food chain eat everything below them on the chain. Consumer organisms may eat many different types of organisms below them, but many consumers only eat one or a few types of organisms.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 128

Location: Topic 5, Experience 2, Literact Station

Original Text: Literacy Station What resources do you see?

Updated Text: Literacy Station What are resources?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 39

Location: Topic Overview Home Connection

Original Text: Pushes At Home Have students list examples of how they push objects at home. They can draw themselves pushing the objects. If the object changes shape, such as a sponge or a seat cushion, ask students to write a sentence to tell how the object changes shape.

Updated Text: Pushes At Home Have students list examples of how they push objects at home. They can draw themselves pushing the objects. If the object changes shape, such as a sponge or a seat cushion, ask students to write a sentence to tell how the object changes shape. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 44

Location: At-A-Glance; Objective

Original Text: Objective
Students will explain
how objects push on
each other and how
some objects change
shape when they touch
or collide.

Updated Text: Objective
Students will investigate and explain how objects push on each other and predict how some objects change shape when they touch or collide.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 76

Location: Topic 3, Experience 2, At-A-Glance; Objective

Original Text: Students will explain how
and why different levels
of sound are used in
everyday life.

Updated Text: Students will develop explanations about how and why
different levels of sound are used in everyday life and
describe the properties of objects in terms of quantity.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 191

Location: Topic 7 Overview Home Connection

Original Text: (Adding Home Connections Box This was previously not included.)

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

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 132

Location: Topic 5, Experience 1, At-A-Glance; Objective

Original Text: Objective
Students will learn to
define Earth materials,
including wind and water,
and describe how wind
and water move soil and
rock across Earth's surface.

Updated Text: Objectives
Students will learn to define Earth materials, including wind and water.

Students will develop and use models to describe how wind and water move soil and rock across Earth's surface.

Publisher: Studies Weekly

Science, Grade 2

Program: *Texas Science Studies Weekly: Second Grade: TEKS*

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
View Current Content

Current Page Number(s): 1.12

Location: Teacher Edition, Unit 1, Week 1, Activity 4, Teacher Note (pdf pg. 12)

Original Text: n/a

Updated Text: Depending on the amount of materials available, students can work in pairs or groups.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
View Current Content

Current Page Number(s): 2.19

Location: Teacher Edition, Unit 2, Activity 4, Teacher Note (pdf pg. 19)

Original Text: Review the "Use Electrical Equipment Safely," "Use Glassware Safely," and "General Laboratory Safety Rules" of the Texas Safety Standards before completing the demonstration.
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Updated Text: Pepare 6 sets of flexible and inflexible materials. You may use a variety of classroom items such as bendy straws, craft sticks, pencils, plastic blocks, pipe cleaners, ribbon, string, wooden blocks, or yarn.

Review the “Use Electrical Equipment Safely,” “Use Glassware Safely,” and “General Laboratory Safety Rules” of the Texas Safety Standards before completing the demonstration.

Publisher: TPS Publishing

Science, Grade 2

Program: *STEAM into Science - Grade 2 Edition: TEKS*

Component: *Teacher Textbook - Grade 2 Science*

ISBN: 9781788058100

Link to Current Content:
View Current Content

Current Page Number(s): Page Lv

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student knows that matter has physical properties that determine how it is described, classified, and used.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.
Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines.
Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition*

ISBN: 9781788058094

Link to Current Content:
View Current Content

Current Page Number(s): Page 10

Location: Add the following sentence after first paragraph of Scientific method section

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: N/A

Updated Text: Discuss the results with the students. Ask students what they expected to happen with their experiment if their prediction was correct. For example, the ice cubes melted in the glass in the Sun as it was all liquid, but not in the glass in the shade where there were solid ice cubes in the glass. What actually happened? Does this evidence support their prediction? They should summarize using quantitative and descriptive words.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition*

ISBN: 9781788058094

Link to Current Content:
View Current Content

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes
Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
View Current Content

Current Page Number(s): ID 1127

Location: Answer options

Original Text: scientist; engineer; mathematician

Updated Text: Fix cars
Create medicine
Drive trains

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
View Current Content

Current Page Number(s): ID 5136

Location: Answer options

Original Text: 4

Updated Text: 3

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
View Current Content

Current Page Number(s): ID 5163

Location: Answer options

Original Text: Clay

Updated Text: Glass

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
View Current Content

Current Page Number(s): ID 1199

Location: Answer options

Original Text: indicidual

Updated Text: individual

Component: *Teacher Textbook - Grade 2 Science*

ISBN: 9781788058100

Link to Current Content:
View Current Content

Current Page Number(s): Page l

Location: Unit Column

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student knows that matter has physical properties that determine how it is described, classified, and used.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.
Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines.
Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Publisher: Accelerate Learning Inc.

Science, Grade 2

Program: *STEMscopes Science TX - Grade 2: ELPS*

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): 1,9,13

Location: Key Q 8, Key Q10

Link to Updated Content:

View Updated Content

Original Text: Page 1, Question 8, Key: B
Page 9, Question 8, Answer Choice: B
Page 13, Sample Student Response: Answers may vary. A possible student response could include the following: The teacher should pull with greater force. This will make the wagon go faster. The teacher should also pull and not push the wagon.

Updated Text: Page 1, Question 8, Key: A
Page 9, Question 8, Answer Choice: A
Page 13, Sample Student Response: Answers may vary. A possible student response could include the following: The teacher should pull with greater force. This will make the wagon go faster.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 3

Program: *Texas ADI Learning Hub for Science, 3rd Grade: TEKS*

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses? Ideas Stage, Activity 4

Link to Updated Content:
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

View Updated Content

Original Text: What is your biggest takeaway from this stage of the investigation?

Updated Text: What is your biggest takeaway from this stage of the investigation? You may want to mention ideas related to (a) the solar system; (b) the Earth-Moon-Sun system; (c) using models to study systems, including the solar system and the Earth-Moon-Sun system; and, (d) the advantages and limitations of models.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Rabbits on Whidbey Island

Link to Updated Content:

View Updated Content

Original Text: Heading: Read about some core ideas you can use

Updated Text: Heading: Read about a core idea you can use

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Location: Which Way is Down? Ideas Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added the following Text to the Tip for In Person Lesson:
Students do not need to do a "close read" of this text or completely understand all the ideas in it before moving on to the next activity. They will be encouraged to revisit this text later in the investigation when creating their arguments and writing their reports. All students need to be able to do during this activity is to work with the other members of their group to identify one or two ideas that they think are important to keep in mind or are potentially helpful.

Within the Ideas passages, important words are bolded and defined in text. Often, the definition will be supported by images and an example. These words are good words to include on a word wall or in student vocabulary notebooks. These words are also ones you can suggest students include in their plan, argument, and report where appropriate.

There are many supports for helping students comprehend what they read already embedded into this activity (i.e., activating prior knowledge, providing a shared experience, making connections, synthesizing, and talking with peers). You might not need to provide much extra support. If you are concerned about students understanding this text because of their scores on past reading comprehension tests, you can read it out loud as they follow along. As you read the text out loud, be sure to stop at each important idea and ask the students to put a star (or other annotation) next to it in the margin of their handout. They can then discuss these ideas in their small groups.

This activity provides an opportunity for emerging multilingual students to speak using scientific vocabulary, to internalize new English words, and to build academic vocabulary. We suggest visiting with individual groups and asking students to point out important words in what they read and to define what those words mean during this stage of the investigation.

The end of this activity provides an opportunity to support emerging multilingual students learning and use of (a) basic and academic vocabulary, (b) essential language, (c) basic and scientific language structures, and (d) basic and scientific expressions. While students are talking in their small groups about what they read, you can ask emerging multilingual students to use language they heard other students use. You can also support their learning by making sure to use targeted vocabulary and language structures while speaking to individual groups and the whole class.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Location: Bowling Ball Energy, Ideas Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added the follwing text to the Lesson Plan:
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Link to Updated Content:

View Updated Content

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: Original Activity provided students with the opportunity to:
1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:
1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 3

Link to Updated Content:

View Updated Content

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:
1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question

6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Publisher: Houghton Mifflin Harcourt

Science, Grade 3

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 3: TEKS*

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***

ISBN: 9780358860211

Link to Current Content:
View Current Content

Current Page Number(s): Changes in States of Matter (TEKS 3.6.C) Quiz, new p. 4

Location: New Item 7, prompt and answer choices after new item 6

Original Text: N/A

Updated Text: "Penny measures the temperature of a sample of wax as it cools and loses energy."
[start of table]
"Change of State: Wax"
"State" "Temperature (° C)"
"liquid" "100"
"liquid" "85"
"liquid" "65"
"solid" "35"
"solid" "0"
[end of table]
"Based on the information in Penny's data table, at which temperature is the wax a solid?
A. 28° C
B. 65° C
C. 99° C
D. 110° C"

Publisher: Savvas Learning

Science, Grade 3

Program: *Texas Experience Science Grade 3 (Print with digital): TEKS*

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 55

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 32

Location: Topic 1, Experience 3, Special Needs

Original Text: SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties.

Updated Text: SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties, including its texture, or how it feels.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 96

Location: Topic 4, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record their observations for each part of the STEAM Station Activity so they can explain key ideas at the end. Ask:
• What do you want to demonstrate with your model?
• How would you explain your model?
• What parts of your model are accurate? What parts are not accurate?
DIFFERENTIATED INSTRUCTION
Model Explanation If students need help understanding the purpose of the activity, begin by modeling the orbit of the moon around Earth. Ensure student understanding before adding to the model the orbit of Earth around the sun. Guide students to explain each orbit.

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record their observations for each part of the STEAM Station Activity so they can explain key ideas at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• What do you want to demonstrate with your model?
• How would you explain your model?
• What parts of your model are accurate? What parts are not accurate?
DIFFERENTIATED INSTRUCTION
STRIVING: Model Explanation If students need help understanding the purpose of the activity, begin by modeling the orbit of the moon around Earth. Ensure student understanding before adding to the model the orbit of Earth around the sun. Guide students to explain each orbit.
SPECIAL NEEDS For students who have hearing impairments, make labels for the models of the sun, Earth, and moon. Use these labels as you model the orbit of the moon around Earth and Earth's orbit around the sun.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 139

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: New content to address TRR rubric feedback. Topic 5, Experience 3, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Use baking soda and vinegar to model a volcanic eruption. Note how the liquid moves down the sides of the container to model how lava moves down a volcano. Explain to students that real volcanoes erupt because of changes deep inside Earth. Discuss whether the model is accurate. Explain that models are helpful but have limitations. Discuss the limitations of this volcano model, such as its size, materials, and effects of the eruption.
(bullet) Use books and a piece cardboard to build a small ramp. Try sliding rocks or pebbles down the ramp. Then change the slope of the ramp. Ask How does the slope affect the speed of the landslide? [Sample answer: When the slope is steeper, the pebbles moved downhill faster. The greater the slope, the faster the movement.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about organisms. First, in Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. Then, in Experience 2, they explore, illustrate, and compare the life cycles of various organisms.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of woodpeckers using different structures, such as their beaks, wings, and claws, to help them survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do the structures of the pileated woodpecker help it survive in the forests of Texas?
Teacher Background
Watch the Teacher Background Video Organisms to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• External structures and functions of animals, such as a giraffe's long neck or a duck's webbed feet, enable them to survive in their environment.
• Organisms undergo similar life processes, and life cycles are a series of stages organisms go through during their life.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• In a butterfly's life cycle, the larva spins a cocoon. Explain that the larva of a butterfly becomes a pupa, and the adult butterfly emerges after the pupa splits open.

• The purpose of soil is only to hold plants in place. Point out that soil is made up of many different kinds of matter, including nutrients that plants need to grow and survive. In addition, a plant's roots absorb water from soil.
• In order to be considered alive, an organism must move and have external features for eating and breathing, as most animals do. Reinforce to students that plants are living organisms that breathe, reproduce, and make their own food. In addition, some animals do not move.

Updated Text: Preview the Topic
In this topic, students learn about organisms. In Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. In Experience 2, they explore, illustrate, and compare the life cycles of various organisms.
As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned about how temperature and precipitation can affect animal migration and behavior and plant responses (TEKS 3.12A) to what they learn about life cycles in Topic 7. They can also start to connect what they are learning in Topic 7 about external structures and functions to what they learned in Topic 6 about food chains (TEKS 3.12B) and why organisms are more likely thrive or perish when natural changes occur to an environment (TEKS 3.12C).
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of woodpeckers using different structures to help them survive in their environments. As students progress through the topic, they will answer the Anchoring Phenomenon question, How do the structures of the pileated woodpecker help it survive in the forests of Texas?
Topic Readiness Test and Remediation
Students answer questions to show what they already know about Organisms by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background
Watch the Teacher Background Video Organisms to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• External structures and functions of animals, such as a giraffe's long neck or a duck's webbed feet, enable them to survive in their environment.
• Organisms undergo similar life processes, and life cycles are a series of stages organisms go through during their life.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Experience a success!
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• In a butterfly's life cycle, the larva spins a cocoon. The larva of butterfly becomes a pupa, and the adult butterfly emerges after the pupa splits open.
• In order to be considered alive, an organism must move and have external features for eating and breathing, as most animals do. Reinforce to students that plants are living organisms that breathe, reproduce, and make their own food. In addition, some animals do not move.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 23

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): N/A

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

Original Text: Initial list of TEKS standards

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

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 120

Location: Topic 5, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 167

Location: Topic 6, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy in ecosystems

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 56

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record the procedure for investigations they design. This will help them carry out the procedure accurately and share their procedures with other students. Ask:
• What do you want to learn from this investigation?
• What variable do you want to change?
• What variables do you need to keep the same?
DIFFERENTIATED INSTRUCTION
Demonstrate Procedure To support students who are having difficulty setting up the investigation, use these steps to demonstrate the procedure.
1. Set up a track of paper towels.
2. Push the ball once so it rolls across a track.
3. Observe and record the distance the ball travels.
4. Repeat steps 2 and 3 using increasing force each time.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record the procedure for investigations they design. This will help them carry out the procedure accurately and share their procedures with other students. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• What do you want to learn from this investigation?
• What variable do you want to change?
• What variables do you need to keep the same?
DIFFERENTIATED INSTRUCTION
STRIVING Demonstrate Procedure To support students who are having difficulty setting up the investigation, use these steps to demonstrate the procedure.
1. Set up a track of paper towels.
2. Push the ball once so it rolls across a track.
3. Observe and record the distance the ball travels.
4. Repeat steps 2 and 3 using increasing force each time.

SPECIAL NEEDS For students who need help with organizing their thoughts or their notes, have them make a three-column chart. At the top of each column, have students write one of the following questions as the main head: What are some different ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?SEP Then have students use this graphic to help them organize their notes as they complete the STEAM Station.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 38

Location: Topic 2 Overview, Preview the Topic

Original Text: Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Applying a force always causes an object to move. Explain to students that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion.

Point out that you could exert a force against a wall, but the wall would not move.
• When an object is at rest, there are no forces acting on it. Explain to students that gravity is always pulling objects down toward Earth's center. In addition, an object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Updated Text: Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Applying a force always causes an object to move. A force can change the speed or direction of an object, as well as cause the object to stop moving. A force does not always result in motion.

• When an object is at rest, there are no forces acting on it. Gravity is always pulling objects down toward Earth's center. An object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 97

Location: Topic 4, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that looking for details as they read informational text can help them better understand the key ideas in the text. They can then evaluate, or judge, which details support these key ideas.

Updated Text: GUIDE STUDENT THINKING Tell students that looking for details as they read informational text can help them better understand the key ideas in the text. They can then evaluate, or judge, which details support these key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 140

Location: Topic 5, Experience 4, At-A-Glance; Objective

Original Text: Objectives
Students will explain why the conservation of natural resources is important and define how natural resources can be managed and conserved through reducing, reusing, or recycling.
Students will identify examples of and explain

how humans use natural resources such as in construction, agriculture transportation, and manufacturing.

Updated Text: Objectives
Students will explain why the conservation of natural resources is important and define how natural resources can be managed and conserved through reducing, reusing, or recycling.
Students will identify examples of and explain how humans use natural resources such as in construction, agriculture, transportation, and manufacturing.

Students will propose a solution to reduce one type of garbage.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 191

Location: Topic 7 Overview

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
3.1A Define problems and ask questions based on observations or information from phenomena.
3.1B Use engineering practices to design solutions to problems and use scientific practices to conduct descriptive investigations.
3.1E Collect observations as evidence. Also 3.1G, 3.2D
RECURRING THEMES AND CONCEPTS TEKS
3.5F Explain the relationship between the structure and function of objects.
3.5G Explain how factors or conditions impact stability in organisms. Also 3.5D, 3.5E
ENGLISH PROFICIENCY STANDARDS
Speaking 3E Share information in cooperative learning interactions.
Reading 4D Use prereading supports to enhance comprehension of written text.
Also Learning Strategies 1F; Listening 2C, 2I; Speaking 3B
MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 3.6F Make inferences and use evidence to support understanding.
Also 3.7G
Math 3.1E Create and use representations to organize, record, and communicate mathematical ideas.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
3.1A Define problems and ask questions based on observations or information from phenomena.
Also 3.1B, 3.1E, 3.1G, 3.2D
RECURRING THEMES AND CONCEPTS TEKS
3.5F Explain the relationship between the structure and function of objects.
Also 3.5D, 3.5E, 3.5G
ENGLISH PROFICIENCY STANDARDS
Reading 4D Use prereading supports to enhance comprehension of written text.
Also Learning Strategies 1F; Listening 2C, 2I; Speaking 3B, 3E
MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
Math 3.1E Create and use representations to organize, record, and communicate mathematical ideas.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

ELAR 3.6F Make inferences and use evidence to support understanding.
Also 3.7G
SOCIAL STUDIES TEKS
SS
3.14.E Identify the central claim in a primary or secondary source.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 24

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is helpful to read all of the directions before they begin, so they understand what they are doing and why. Have students classify each material they are using as a solid, liquid, or gas. Encourage them to make predictions about what they think will happen to the shape of each state of matter before each step. Guide students to notice that the bowl and the straw have shapes that do not change, but the water takes the shape of the bowl, and the air they blow through the straw fills and takes the shape of the bag and the bubble.
DIFFERENTIATED INSTRUCTION
Picture Each Step To guide students through the procedure, encourage them to focus on each step, and picture themselves completing it, before moving to the next step. Have students use sentence frames such as these: First, I will . Then, I will . Next, I will

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is helpful to read all of the directions before they begin, so they understand what they are doing and why. Have students classify the materials they are using as a solid, liquid, or gas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Say:
Observe the materials you will use. Which materials are solids, liquids, or gases?
Read each step. Predict what the shape of each material will be at each step.
Which materials stay the same and which materials change shape?

DIFFERENTIATED INSTRUCTION
STRIVING Picture Each Step To guide students through the procedure, encourage them to focus on each step, and picture themselves completing it, before moving to the next step. Have students use sentence frames such as these: First, I will . Then, I will . Next, I will

CHALLENGE While completing the Hands-On Station, ask, What do you observe about the shape of the solids? What do you observe about the shapes of the liquids and gases? Remind students of the importance of carefully collective observations as evidence so they can answer these questions.

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ISBN: 9781323223345

Current Page Number(s): Topic Planner

Location: top of Topic Planner right pages above table

Original Text: N/A

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 121

Location: Topic 5, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

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ISBN: 9781323223345

Current Page Number(s): 168

Location: Topic 6, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is necessary that each of the organisms they use in the game be part of the same ecosystem to represent a real food chain. In addition, emphasize the importance of researching each organism to label it accurately. Have students work in small groups to design a card game that results in a five-part food chain. Encourage students to be specific when they decide how to play the game. Ask What is the goal of the game? How does it start? How does it end? How is a winner determined?

DIFFERENTIATED INSTRUCTION
Researching Organisms To support understanding, guide students to select an ecosystem on which to base their cards. Then model how to research an organism to find out if it is a producer or consumer. Choose one organism and walk students through answering the research question in Step C. Start with these questions: Is the organism a plant? Does it eat? Then have students work with a partner to research the organisms and label the backs of their cards with each category.
Challenge For students who are ready for a challenge, have them build as many food chains as possible or the longest food chain possible. Students can be challenged to invent their own food chain card games for a different ecosystem.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is necessary that each of the organisms they use in the game be part of the same ecosystem to represent a real food chain. In addition, emphasize the importance of researching each organism to label it accurately. Have students work in small groups to design a card game that results in a five-part food chain. Encourage students to be specific when they decide how to play the game. If students need additional support, use this scaffolding and guidance for just-in-

time learning acceleration. Ask What is the goal of the game? How does it start? How does it end? How is a winner determined?

DIFFERENTIATED INSTRUCTION
STRIVING: Researching Organisms To support understanding, guide students to select an ecosystem on which to base their cards. Then model how to research an organism to find out if it is a producer or consumer. Choose one organism and walk students through answering the research question in Step C. Start with these questions: Is the organism a plant? Does it eat? Then have students work with a partner to research the organisms and label the backs of their cards with each category.
CHALLENGE Have students build as many food chains as possible or the longest food chain possible. Students can be challenged to invent their own food chain card games for a different ecosystem.

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ISBN: 9781323223345

Current Page Number(s): 203

Location: Topic 7, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: STRUCTURES AND FUNCTIONS
Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: STRUCTURES AND FUNCTIONS
Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 57

Location: Made change to Explore; Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. Encourage students to use the vocabulary words position and motion in their responses.

Updated Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content.
If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Encourage students to use the vocabulary words position and motion in their responses. Ask:

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ISBN: 9781323223345

Current Page Number(s): 56

Location: Topic 2, Experience 2, Special Needs

Original Text: SPECIAL NEEDS For students who need help with organizing their thoughts or their notes, have them make a three-column chart. At the top of each column, have students write one of the following questions as the main head: What are some different ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?SEP Then have students use this graphic to help them organize their notes as they complete the STEAM Station.

Updated Text: SPECIAL NEEDS For students who need help with organizing their thoughts, have them make a three-column chart. At the top of each column, have students write one of the following questions: What are some ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?SEP Have students use this chart to help them organize their notes as they complete the STEAM Station.

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ISBN: 9781323223345

Current Page Number(s): 99

Location: Topic 4, Experience 1,Evaluate, Quiz, 1st Paragraph

Original Text: PATTERNS IN SPACE
Students answer questions about patterns in space by completing an editable/ printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: PATTERNS IN SPACE
Students answer questions about patterns in space by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223345

Current Page Number(s): 143

Location: Topic 5, Experience 4, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources and conservation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 191

Location: Topic 7, Topic Overview, Home Connections

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (NEW HOME CONNECTIONS BOX)

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 25

Location: Literacy Station

Original Text: Literacy Station
How does matter change state?
STATION SETUP Literacy Station Card, Read About It Solids, Liquids, and Gases, Vocabulary Activity Cards, Literacy Station Activity
WHAT TO EXPECT Students will explore the Read About It Solids, Liquids, and Gases and identify and describe examples of solids, liquids, and gases. Students will explain how cooling or heating causes matter to change state. Students will then make personal connections to what they read in the text.
GUIDE STUDENT THINKING Describing personal connections when responding to a text can bring more relevance to understanding a text. Tell students to look for ways to connect to the information in the text when answering the questions in the activity. Ask:

Updated Text: Literacy Station
How does matter change shape?
STATION SETUP Literacy Station Card, Read About It Solids, Liquids, and Gases, Vocabulary Activity Cards, Literacy Station Activity
WHAT TO EXPECT Students will explore the Read About It Solids, Liquids, and Gases and identify and describe examples of solids, liquids, and gases. Students will explain how cooling or heating causes matter to change state. Students will then make personal connections to what they read in the text.
GUIDE STUDENT THINKING Describing personal connections when responding

to a text can bring more relevance to understanding a text. Tell students to look
for ways to connect to the information in the text when answering the questions in
the activity. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.
Ask:

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ISBN: 9781323223345

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

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

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ISBN: 9781323223345

Current Page Number(s): 72

Location: Topic 3 Experience 1, Explore, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions
closely and to accurately record in the table the temperatures for both the Sun
Collector and the Control Group so that they can draw conclusions at the end.
Encourage students to make predictions about the temperatures of each group.
Ask:
• What do you want to learn about the forms of energy from this experiment?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
Accuracy For students who are having difficulty constructing their solar oven,
demonstrate how to cut a circle from the black paper. Model placing the pan
on the paper, using a light-colored pencil to trace the pan's base, carefully
cutting out the circle and placing it in the bottom of the pan. Ask students to
share other methods they could use to achieve the same result.

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions
closely and to accurately record in the table the temperatures for both the Sun
Collector and the Control Group so that they can draw conclusions at the end.
Encourage students to make predictions about the temperatures of each group. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.
Ask:
• What do you want to learn about the forms of energy from this experiment?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
STRIVING: Accuracy For students who are having difficulty constructing their solar oven, demonstrate how to cut a circle from the black paper. Model placing the panon the paper, using a light-colored pencil to trace the pan's base, carefullycutting out the circle and placing it in the bottom of the pan. Ask students toshare other methods they could use to achieve the same result.

SPECIAL NEEDS For students who struggle to work effectively in groups, be sure that all students in the group have specific tasks as the group constructs the solar oven. This way a student who struggles working in a group understands, as do the other members of the group, that they have an important role in the group. GUIDE STUDENT PLANNING Remind students to follow the activity directions
closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end.
Encourage students to make predictions about the temperatures of each group.
Ask:
• What do you want to learn about the forms of energy from this experiment?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION

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ISBN: 9781323223345

Current Page Number(s): 123

Location: Topic 5, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: WEATHER
Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: WEATHER
Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223345

Current Page Number(s): 169

Location: Topic 6, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that setting a purpose for reading will help them understand what they are reading. Before students begin reading, guide them to use the headings in the Read About It to set a purpose for reading each section. As they read, have students look for information on each page that connects to its heading.

Updated Text: GUIDE STUDENT THINKING Explain to students that setting a purpose for reading will help them understand what they are reading. Before students begin reading, guide them to use the headings in the Read About It to set a purpose for reading each section. f students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

What are the headings on each page?

As you read what information on each page that connects to its heading?

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ISBN: 9781323223345

Current Page Number(s): 73

Location: Topic 3, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students use the headings in the Read About
It to look for details about light, thermal, sound, and mechanical energy. Tell them
that these details can help them better understand the key ideas in the text.

Updated Text: GUIDE STUDENT THINKING Have students use the headings in the Read About
It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

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ISBN: 9781323223345

Current Page Number(s): 123

Location: New content to address TRR rubric feedback. Topic 5, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet)Use a thermometer to record the temperature outside. If possible, measure the temperature in a sunny spot and a shady spot to compare. Another option is to measure the temperature in the classroom—try a location close to the window and another location away from the window. Ask How do the temperatures compare? [Sample answer: The temperature is higher in the sun and lower in the shade.]

(bullet) Make a simple rain gauge with a cup and a ruler (alternative is to use a ruler to add markings to a cup). Set the rain gauge outside on a rainy day to see how much rain falls.

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ISBN: 9781323223345

Current Page Number(s): 171

Location: Topic 6, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: ENERGY IN ECOSYSTEMS
Students answer questions about energy in ecosystems by completing an editable/
printable or online quiz. Give students mastering English language time to translate
assessments as needed.

Updated Text: ENERGY IN ECOSYSTEMS
Students answer questions about energy in ecosystems by completing an editable/ printable or online quiz. Give students mastering English language time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that

you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 203

Location: New content to address TRR rubric feedback.Topic 7, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Have students work in pairs. Gently tape their thumbs to their palms. Then have students try to complete simple tasks such as writing with a pencil, tying a shoelace, turning pages of a book, etc. Then discuss the function of our thumb and the structure of our hands. This can also connect to the STEAM Station. Safety Make sure students do not force their thumbs into a painful position.
(bullet) Provide a medium-sized container of water. Have students spread their fingers and slide them through the water. Then have students keep their fingers close together and slide through the water again. Students should see that when the fingers are closer together, the hand can move more water than when the fingers are separated. This is similar to how webbed feet help ducks and other animals easily glide through water. Safety Wipe up any spills immediately.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 59

Location: Made change to Evaluate; Quiz to address TRR response.

Original Text: Quiz
POSITION AND MOTION
Students answer questions about position and motion by completing an editable/ printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz
POSITION AND MOTION
Students answer questions about position and motion by completing an editable/ printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 62

Location: Topic 3 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students identify forms of energy, including light, sound, thermal, and mechanical. They give everyday examples of each type of energy. Then, in Experience 2, students demonstrate how an object's speed is related to its mechanical energy.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of a roller coaster in motion. This video will help students begin to explore the Anchoring Phenomenon question, How can you build a faster roller coaster?
Teacher Background
Watch the short Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Energy is everywhere; it can be found in cycles, patterns, and systems.
• Types of energy include sound, light, thermal, and mechanical energy.
• Thermal energy and light energy relate to temperature changes.
• Mechanical energy is the energy an object has due to movement or position.
• An object moving at a fast speed has more mechanical energy than it does when moving at a slower speed.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Energy can be used up or lost. Reinforce to students that energy can change from one form to another, but it cannot be created or destroyed. The total amount of energy available in the universe does not change.
• Only moving objects have mechanical energy. Point out that even objects that are not in motion have mechanical energy, but it is in the form of potential energy rather than kinetic energy.
• Fuel is energy. Explain to students that fuel is a source of energy. For example, fuel such as gasoline must be converted to thermal energy and then mechanical energy in order to power a vehicle.

Updated Text: Preview the Topic
In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. In Experience 1, students identify forms of energy, including light, sound, thermal, and mechanical. They give everyday examples of each type of energy. In Experience 2, students demonstrate how an object's speed is related to its mechanical energy.
As you progress through the topic, connect the activities back to Topic 2 Force and

Motion. Students can apply what they learned about how forces act on objects (TEKS 3.7A) and how motion and position can be changed by pushes and pulls (TEKS 3.7B) to how the speed of an object relates to its mechanical energy (TEKS 3.8B).
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of a roller coaster in motion. This video will help students begin to explore the Anchoring Phenomenon question, How can you build a faster roller coaster?
Topic Readiness Test and Remediation
Students answer questions to show what they already know about Energy by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.
Teacher Background
Watch the short Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Energy is everywhere; it can be found in cycles, patterns, and systems.
• Types of energy include sound, light, thermal, and mechanical energy.

• An object moving at a fast speed has more mechanical energy than it does when moving at a slower speed.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
Common misconceptions are listed in bold type.
The subsequent text explains the misconceptions.
• Energy can be used up or lost. Energy can change from one form to another, but it cannot be created or destroyed.
• Only moving objects have mechanical energy. Point out that even objects that are not in motion have mechanical energy, but it is in the form of potential energy rather than kinetic energy.
• Fuel is energy. Fuel is a source of energy. A fuel such as gasoline must be converted to thermal energy and then mechanical energy in order to power a vehicle.

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ISBN: 9781323223345

Current Page Number(s): 99

Location: New content to address TRR rubric feedback, current content does not exist. Topic 4, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: Targeted Instruction
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
• Students can take turns modeling orbits. Have one student stands in the middle of the room and have other students walk around that student to represent satellites and the curved path of an orbit. Caution students to be aware of other students and avoid running into each other.
• Have students build off the orbits model by having one student act as the sun, one as Earth, and one as the moon. The moon should orbit Earth as both the moon and Earth orbit the sun.
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*updated since previous report

• Have students choose an object and draw a model of it. Then, have them
trade papers and try to identify the actual object represented by the
model. Encourage students to discuss how their models are accurate or not accurate. Ask students what advantage or how their model helps them
understand the object. Ask student what is limited by the model.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 144

Location: Topic 5, Experience 4, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that they should choose one
specific piece of garbage for their plan, and guide them to think about how
it could be reduced. Encourage students to focus on reducing, reusing, and
recycling. Ask:
• What reusable item could replace the piece of garbage?
• What else can you make from the piece of garbage?
• How could people at your school use less of this item?
GUIDED INQUIRY PROCEDURE If students struggle to make a plan, suggest
these guided inquiry steps to model and support the inquiry process:
1. Choose a specific type of garbage to focus on (such as paper lunch bags or
plastic water bottles), and decide if you will reduce, reuse, or recycle it.
2. Brainstorm ways that the trash can be reduced (use a reusable bag for your
sandwich instead of a plastic baggie), reused (a tissue box can be reused to hold
classroom supplies), or recycled (extra paper or worksheets can go in a recycling
bin and be used for scratch paper during math lessons).
3. If you're stuck, focus on reducing trash. For example, don't use plastic drinking
straws.

Updated Text: GUIDE STUDENT PLANNING Explain to students that they should choose one
specific piece of garbage for their plan, and guide them to think about how
it could be reduced. Encourage students to focus on reducing, reusing, and
recycling. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.
Ask:
• What reusable item could replace the piece of garbage?
• What else can you make from the piece of garbage?
• How could people at your school use less of this item?
GUIDED INQUIRY PROCEDURE If students struggle to make a plan, suggest
these guided inquiry steps to model and support the inquiry process:
1. Choose a specific type of garbage to focus on (such as paper lunch bags or
plastic water bottles), and decide if you will reduce, reuse, or recycle it.
2. Brainstorm ways that the trash can be reduced (use a reusable bag for your
sandwich instead of a plastic baggie), reused (a tissue box can be reused to hold
classroom supplies), or recycled (extra paper can go in a recycling
bin).
3. If you're stuck, focus on reducing trash. For example, don't use plastic drinking
straws.

Component: *Grade 3 Teacher Guide*

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Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Objectives

Original Text: Objectives
Students will describe
external structures and
functions of animals
and explore and explain
how these structures
and functions enable
animals to survive in their
environment.

Updated Text: Objectives
Students will describe external structures and functions of animals and explore and explain how these structures and functions enable animals to survive in their environment.

Students will design a mechanical hand that can hold objects.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 28

Location: At-A-Glance; Objective

Original Text: Objectives
Students will demonstrate that materials can be combined based on their physical properties to create or modify objects such as building a tower. Students will justify the selection of materials based on their physical properties.

Updated Text: Objectives
Students will demonstrate that materials can be combined based on their physical properties to create or modify objects such as building a tower.

Students will justify and evaluate the selection of materials based on their physical properties and will explain the relationship between the structure and function of the materials.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Key Ideas Presentations

Location: New content to address TRR rubric feedback. Key Ideas Presentations Exit Ticket slide presenter notes

Original Text: Exit Ticket
Teacher Support

Updated Text:
Exit Ticket
Teacher Support
If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 75

Location: Topic 3, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: ENERGY IN OUR WORLD
Students answer questions about energy in our world by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: ENERGY IN OUR WORLD
Students answer questions about energy in our world by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 124

Location: Topic 5, Experience 2, At-A-Glance; Objective

Original Text: Objectives
Students will describe
slow changes on Earth
such as weathering and
decomposition. They will
investigate and explain
how soils are formed by
the weathering of rock
and the decomposition of
plant and animal remains.

Updated Text: Objectives
Students will describe slow changes on Earth, such as weathering and decomposition, and explain how these factors impact Earth systems.
Students will investigate and explain how soils are formed by the weathering of rock and the decomposition of plant and animal remains.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 171

Location: New content to address TRR rubric feedback. Topic 6, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Explain that we all get our energy from the foods we eat. Ask students to describe their favorite foods and identify their foods as producers or consumers. Encourage students to make a food chain for themselves to show how they get their energy from food.

(bullet) Have students draw a kelp forest food chain. For each level in the kelp forest food chain, explain how an increase in that particular organism will affect the rest of the ecosystem. Then explain the effects of a decrease at each level.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 204

Location: Topic 7, Experience 2, At-A-Glance; Objectives

Original Text: Objectives
Students will describe
animal life cycles and
explore, illustrate, and
compare life cycles in
organisms.

Updated Text: Objectives
Students will describe animal life cycles and explore, illustrate, and compare life cycles in organisms.

Students examine life cycle diagrams to understand the interdependence of parts in the life cycle of an organism.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 59

Location: Made change to Evaluate, minor column to address TRR response

Original Text: n/a

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 63

Location: Topic 3 Topic Overview, English Language Proficiency Standards

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
Also Listening 2E; Speaking 3E; Reading 4D, 4E

ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.
Also ELAR 3.6G

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS
Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
Also Listening 2E, 2I; Speaking 3E; Reading 4D, 4E

ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.
Also ELAR 3.6G

SOCIAL STUDIES TEKS
SS 3.14B Differentiate and compare the information about a specific issue or event provided in primary and secondary sources.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 100

Location: Topic 4 Experience 1, At-A-Glance, Objectives

Original Text: Objectives
Students will identify the
planets and other objects
in Earth's solar system and
name the planets in order
from the sun.

Updated Text: Objectives
Students will develop and use models to identify the
planets and other objects in Earth's solar system and name
the planets in order from the sun.
Students will explain how factors or conditions impact
change in the solar system.

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ISBN: 9781323223345

Current Page Number(s): 145

Location: Topic 5, Experience 4, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that when they are reading an informational text, they can look for ways to connect the text to their personal experiences. Ask:

Updated Text: GUIDE STUDENT THINKING Explain to students that when they are reading an informational text, they can look for ways to connect the text to their personal experiences. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

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ISBN: 9781323223345

Current Page Number(s): 199

Location: Topic 7, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 31

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 32

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Encourage students to think about what type of tower structure will hold a lot of paper clips. Rather than simply designing a tower that is tall, ask students to notice what a lot of towers in real life have in common. Guide students to think about which materials will be the best for their tower. Remind students that they want to build a tower that will hold a lot of paper clips. Ask:
• How large should the base of your tower be compared to the top?
• How tall should your tower be?
• Which materials can you combine to make a sturdy tower?
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*updated since previous report

EXPERIENCE 3 | COMBINED MATERIALS
DIFFERENTIATED INSTRUCTION
Model Procedure To reinforce understanding, think aloud to model choosing materials and building a tower. For example, I want my tower to be strong. What materials can I combine to build a tower that is sturdy enough to hold these paper clips? As you indicate each material, guide students to identify the strongest combinations. After students have chosen their materials, work with them to design and build the tower.

Updated Text: GUIDE STUDENT PLANNING Encourage students to think about what type of tower structure will hold a lot of paper clips. Rather than simply designing a tower that is tall, ask students to notice what a lot of towers in real life have in common. Guide students to think about which materials will be the best for their tower. Remind students that they want to build a tower that will hold a lot of paper clips. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.
Ask:
• How large should the base of your tower be compared to the top?
• How tall should your tower be?
• Which materials can you combine to make a sturdy tower?
EXPERIENCE 3 | COMBINED MATERIALS
DIFFERENTIATED INSTRUCTION
STRIVING Model Procedure To reinforce understanding, think aloud to model choosing materials and building a tower. For example, I want my tower to be strong. What materials can I combine to build a tower that is sturdy enough to hold these paper clips? As you indicate each material, guide students to identify the strongest combinations. After students have chosen their materials, work with them to design and build the tower.
SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 75

Location: New content to address TRR rubric feedback. Topic 3, Experience 1, Evaluate, Minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (new Targeted Instruction box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet)Invite students to act out forms of energy they have used today. Have students identify the form of energy their classmate is acting out. What evidence are they using for their guess?
(bullet)Challenge students to identify objects that have more/less thermal energy in comparison to other objects. Have

students think about what observations they need to make to use as evidence for their explanations.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 127

Location: Topic 5, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about slow changes to Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 172

Location: Topic 6, Experience 3, At-A-Glance; Objectives

Original Text: Objectives
Students will 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.

Updated Text: Objectives
Students will 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.

Students plan and conduct an investigation to explain how the amount of water impacts a plant.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 207

Location: Topic 7, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about life cycles.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Component: *Grade 3 Teacher Guide*

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Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 68

Location: Topic 3 Experience 1, At-A-Glance, Objective

Original Text: Objective
Students will identify light energy, sound energy, thermal energy, and mechanical energy as forms of energy, and identify everyday examples of each form of energy.

Updated Text: Objectives
Students will identify light energy, sound energy, thermal energy, and mechanical energy as forms of energy, and identify everyday examples of each form of energy.

Students will identify and use patterns to analyze data by identifying any significant features, patterns, or sources of error.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 100

Location: Topic 4 Experience 1, At-A-Glance, TEKS

Original Text: TEKS
3.9B Identify the order of the planets in Earth's solar system in relation to the sun.
3.1G Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.
3.2A Identify advantages and limitations of models such as their size, scale, properties, and materials.
Also 3.1A, 3.5C, 3.5G

Updated Text: TEKS, SEP TEKS, RTC TEKS
TEKS 3.9B Identify the order of the planets in Earth's solar system in relation to the sun.
SEP 3.1G Develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.
SEP 3.2A Identify advantages and limitations of models such as their size,

scale, properties, and materials.
RTC 3.5C Use scale, proportion, and quantity to describe, compare, or model different systems.
Also SEP 3.1A, RTC 3.5G

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 147

Location: Topic 5, Experience 4, Evaluate, Quiz, 1st Paragraph

Original Text: Students answer questions about natural resources and conservation by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Students answer questions about natural resources and conservation by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

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ISBN: 9781323223345

Current Page Number(s): 200

Location: Topic 7, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand. Ask:
• What is the goal of this activity?
• What does your design need to achieve that goal?
• How does observing your own hand help you design a mechanical hand?

Updated Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

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ISBN: 9781323223345

Current Page Number(s): 38

Location: Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of athletes on an obstacle course, and then explore different forces to explain how people use forces to go through the obstacle course. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How can a person complete an obstacle course?

Teacher Background

Watch the Teacher Background Video Forces and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

• Forces affect objects and can change their position and motion. These forces include pushes, pulls, gravity, and magnetism.
• Contact forces, such as pushes and pulls, affect objects only through direct contact.
• Noncontact forces, such as gravity and magnetism, affect objects without direct contact.
• Stronger forces can have a greater effect on objects than weaker forces.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

• Applying a force always causes an object to move. Explain to students that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion. Point out that you could exert a force against a wall, but the wall would not move.
• When an object is at rest, there are no forces acting on it. Explain to students that gravity is always pulling objects down toward Earth's center. In addition, an object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Updated Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion.

As you progress through the topic, connect the activities back to Matter. Students can apply what they learned in about magnetism as a property of matter (TEKS 3.6A) to what they learn about magnetism as a noncontact force in (TEKS 3.7B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of athletes

on an obstacle course, and then explore different forces to explain how people use forces to go through the obstacle course. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How can a person complete an obstacle course?

Topic Readiness Test and Remediation

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

Teacher Background

Watch the Teacher Background Video Forces and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Forces affect objects and can change their position and motion. These forces include pushes, pulls, gravity, and magnetism.
- Contact forces, such as pushes and pulls, affect objects only through direct contact.
- Noncontact forces, such as gravity and magnetism, affect objects without direct contact.
- Stronger forces can have a greater effect on objects than weaker forces.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Applying a force always causes an object to move. Explain that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion. Point out that you can exert a force against a wall, but the wall will not move.
- When an object is at rest, there are no forces acting on it. Explain that gravity is always pulling objects down toward Earth's center. In addition, an object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 76

Location: Topic 3 Experience 2, At-A-Glance, Objective

Original Text: Objective

Students will plan and
conduct investigations
to observe and measure
speed and demonstrate
how the speed of an
object is related to its
mechanical energy.

Updated Text: Objectives
Students will use scientific practices to plan and conduct investigations to observe and measure speed and demonstrate how the speed of an object is related to its mechanical energy.

Students will identify and use patterns to develop explanations to explain how the speed of an object is related to its mechanical energy.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 128

Location: Topic 5, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they
follow the directions closely and to carefully record their observations for each
part of the activity so they can draw conclusions at the end. Encourage students
to make predictions about what they think will happen to the objects before
completing each part. Ask:
• What do you want to learn about forces from this investigation?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
Make Observations To support students who are having difficulty setting
up the investigation, demonstrate the procedure. Model how to set up the
activity, and demonstrate pulling the card away quickly, then slowly. Model
making observations by describing aloud what you see each time, and writing
the observations on the activity. Alternatively, guide students by asking
What did you see? What happened to the objects? and having them write the
words they say.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they
follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 175

Location: Topic 6, Experience 3, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets from the Engage activity. Identify prior knowledge about ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 208

Location: Topic 7, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to make a schedule and list observation criteria for recording data over the duration of the investigation. This will help them regularly record the changes they observe and enable them to draw accurate conclusions at the end. Ask:
• What do you want to learn about life cycles from this investigation?
• What will you look for in your observations?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
Compare and Contrast To support understanding of making and recording observations, model drawing the lima bean and radish plants at each stage of growth. Point out the important aspects of the plants' structures at each stage, and model how to incorporate those structures into drawings.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to make a schedule and list observation criteria for recording data over the duration of the investigation. This will help them regularly record the changes they observe and enable them to draw accurate conclusions at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• What do you want to learn about life cycles from this investigation?
• What will you look for in your observations?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
STRIVING: Compare and Contrast To support understanding of making and recording observations, model drawing the lima bean and radish plants at each stage of growth. Point out the important aspects of the plants' structures at each stage, and model how to incorporate those structures into drawings.
SPECIAL NEEDS Students with speech impairments may have difficulty expressing their ideas and answers. Allow them to use drawings, writing, and gestures to communicate.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

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

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

Original Text: TEKS

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 71

Location: Topic 3, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 104

Location: Topic 4, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students begin by identifying the sequence of the planets from the sun. Then have them use the data in the table to choose foam balls to represent each planet's size or diameter. Ensure that students understand the meaning of the word diameter. As they construct the model, remind students to use each planet's distance from the sun to make sure its placement is accurate. Students may need assistance with determining a scale for their model.
DIFFERENTIATED INSTRUCTION
Use Data from a Table To support comprehension, model how to use the data in the table to design the solar system model. Think aloud as you select a planet in the table and identify the corresponding information in each column. Direct students to the column headings to understand the information in each column. Guide students use the planet diameters to choose the foam balls, and use each planet's distance from the sun to position the planets.
Challenge For students who are ready for a challenge, have them research the planets and add details, such as surface texture, color, temperature, and atmosphere.

Updated Text: GUIDE STUDENT PLANNING Direct students to the data table and let them know the data in the table should guide them as they plan their model. If students

need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• How does knowing the distance from the sun help us identify the order of the planets from the sun?
• What scale can we use to show the distance from the sun? Help students determine the scale. Start with how large the sun will be in the model.
• How can you use the data in the table to determine what foam ball to use for each planet? Ensure that students understand the meaning of the word diameter.
DIFFERENTIATED INSTRUCTION
STRIVING: Use Data from a Table To support comprehension, model how to use the data in the table to design the solar system model. Think aloud as you select a planet in the table and identify the corresponding information in each column. Direct students to the column headings to understand the information in each column. Guide students use the planet diameters to choose the foam balls, and use each planet's distance from the sun to position the planets.
CHALLENGE For students who are interested, have them research the planets and add details, such as surface texture, color, temperature, and atmosphere.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 147

Location: Adding New content to address TRR rubric feedback.Topic 5, Experience 4, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

(bullet) Select a common classroom item and discuss the resources that made that item. Consider a pencil, paper, or rubber item.
(bullet)Have students brainstorm what would happen if we ran out of metal. Ask What products would be affected? What could we use in its place? [Sample answer: Without metal we would not be able to build cars, bicycles, or some toys. Plastic could be used for some products instead.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 201

Location: Topic 7, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar
text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 39

Location: Topic Overview, ENGLISH LANGUAGE PROFICIENCY STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new expressions and basic vocabulary heard during classroom instruction and interactions.
Speaking 3C Speak using a variety of connecting words with increasing accuracy and ease as more English is acquired.
Reading 4G Demonstrate comprehension of increasingly complex English by retelling or summarizing material and responding to questions commensurate with content area and grade level needs.
Also Learning Strategies 1D; Speaking 3D, 3E; Reading 4F
MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH 3.1E Create and use representations to organize, record, and communicate mathematical ideas.
MATH 3.8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
ELAR 3.6H Synthesize information to create new understanding.

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS
Listening 2C Learn new expressions and basic vocabulary heard during classroom instruction and interactions.
Speaking 3C Speak using a variety of connecting words with increasing accuracy and ease as more English is acquired.

Also Learning Strategies 1D; Speaking 3D, 3E; Reading 4F, 4G
MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH 3.1E Create and use representations to organize, record, and communicate mathematical ideas.
MATH 3.8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
ELAR 3.6H Synthesize information to create new understanding.
Collaborate with the Community
Attend a Ball Game Take students to a community baseball or softball game to observe the effects of forces on the position and motion of the ball. Have students sketch what they observe and label their sketches with the vocabulary terms force, position, and motion.
Topic

SOCIAL STUDIES TEKS
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

SS 3.9E Use voting as a method for group decision making.
Also, SS 3.16A

Component: *Grade 3 Student Activity Companion Vol 1*

ISBN: 9781323222775

Current Page Number(s): 124

Location: Topic 3 Experience 1 RAI

Original Text: Sound energy is a form of energy we can hear. We can hear
sound energy.

Updated Text: Sound energy is a form of energy we can hear.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 79

Location: Topic 3, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about mechanical energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 129

Location: Topic 5, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students create mental images about the
text by using the information in the text and their own knowledge to picture the
processes of weathering and decomposition and their effects on soil. Ask:

Updated Text: GUIDE STUDENT THINKING Have students create mental images about the
text by using the information in the text and their own knowledge to picture the processes of weathering and decomposition and their effects on soil. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 176

Location: Topic 6, Experience 3, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the
directions closely and to carefully record their observations for each part of the
activity so they can draw conclusions at the end. Encourage students to predict
how the amount of rain will affect the plants. Ask How can you investigate how
the amount of water affects plant?
GUIDED INQUIRY PROCEDURE If students are struggling to design their

investigation, suggest these guided inquiry steps to model and support the inquiry process:
1. Use three plants that are the same type and size. Plant them in the same soil and place them in the same sunny spot.
2. Give one plant no or very little water, one plant a medium amount of water, and one plant an extremely large amount of water.
3. Observe the plants for ten days and record their condition in a table.
DIFFERENTIATED INSTRUCTION
Make Observations To support students' comprehension, guide them to set up the activity, and describe the amount of water you will add to each of the three plants. Encourage students to make predictions about the condition of each plant after ten days. Then model filling out the table to record observations.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to predict how the amount of rain will affect the plants. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask How can you investigate how the amount of water affects plant?
GUIDED INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these guided inquiry steps to model and support the inquiry process:
1. Use three plants that are the same type and size. Plant them in the same soil and place them in the same sunny spot.
2. Give one plant no or very little water, one plant a medium amount of water, and one plant an extremely large amount of water.
3. Observe the plants for ten days and record their condition in a table.
DIFFERENTIATED INSTRUCTION
STRIVING: Make Observations To support students' comprehension, guide them to set up the activity, and describe the amount of water you will add to each of the three plants. Encourage students to make predictions about the condition of each plant after ten days. Then model filling out the table to record observations.
CHALLENGE Have interested students find out what year was the direst in Texas and how that drought affected Texas crops.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 209

Location: Topic 7, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING After students discuss their prior knowledge and ideas with a partner about how organisms change as they grow, have them look for specific ideas in the text as they read to help them understand the content. Encourage students to underline or highlight important ideas in the text so that when they are ready to summarize it, they can include the facts and details that support the main idea and are important to the meaning. Ask:

Updated Text: GUIDE STUDENT THINKING After students discuss their prior knowledge and ideas with a partner about how organisms change as they grow, have them look for specific ideas in the text as they read

to help them understand the content.
Encourage students to underline or highlight important ideas in the text so that when they are ready to summarize it, they can include the facts and details that support the main idea and are important to the meaning. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

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

Location: Differentiated Instruction boxes

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

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 105

Location: Topic 4, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that when they are writing about what they have read, it is helpful to look for key ideas and important details, including images, to help them understand the text. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that when they are writing about what they have read, it is helpful to look for key ideas and important details, including images, to help them understand the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 150

Location: Topic 6 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about ecosystems as they explore the patterns, cycles, systems, and relationships within environments. First, in Experience 1, students explain how temperature and precipitation affect animal growth and behavior and plant responses. Next, in Experience 2, students describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem. Then, in Experience 3, students describe how natural changes to the environment cause organisms to thrive, perish, or change location. Finally, in Experience 4, students identify fossils as evidence of past living organisms and their environments.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to the Anchoring Phenomenon Video of the migration of monarch butterflies and then explore why butterflies migrate.
As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do monarch butterflies come here?
Teacher Background
Watch the Teacher Background Video Interactions with Ecosystems to refresh your

knowledge of topic content. Key concepts to support instruction of this topic:
• Temperature and precipitation affect animal growth and behaviors through migration and hibernation and plant responses through dormancy.
• A food chain shows the feeding relationships between organisms in an ecosystem, and changes to a food chain can affect the entire ecosystem.
• Natural environmental changes, such as droughts or floods, can cause organisms to thrive, perish, or move to a new location.
• Fossils are the preserved remains of extinct organisms. There are two main categories of fossils: body fossils and trace fossils.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Hibernation is the same as being asleep. Explain that a hibernating animal's breathing and heart rate are much slower than when the animal is asleep. In addition, a hibernating animal's brain activity is different from when it sleeps.
• Organisms at the top of a food chain have the most energy. Explain that organisms use most of their energy in their daily activities. Only a small amount of energy is transferred to the next level in the food chain.
• Fossils are found everywhere. Explain that fossils are rare and tend to be found in sedimentary rock that has been exposed due to weathering and erosion.

Updated Text: Preview the Topic

In this topic, students learn about ecosystems as they explore the patterns, cycles, systems, and relationships within environments. In Experience 1, students explain how temperature and precipitation affect animal growth and behavior and plant responses. In Experience 2, students describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem. In Experience 3, students describe how natural changes to the environment cause organisms to thrive, perish, or change location. In Experience 4, students identify fossils as evidence of past living organisms and their environments.

As your progress through the topic, connect the activities back to Topic 5, Patterns on Earth. Students can use what they learned about weather, including temperature and precipitation, (TEKS 3.10A) and apply it to what they are learning about how temperature and precipitation affect animal growth and behavior and plant responses in Topic 6 (TEKS 3.12A). They can use what they learned about slow and rapid changes on Earth's surface (TEKS 3.10B, 3.10C) to how natural changes to environments affect organisms and to how fossils formed (TEKS 3.11C, 3.11B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of the migration of monarch butterflies and then explore why butterflies migrate.

As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do monarch butterflies come here?

Topic Readiness Test and Remediation

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

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Teacher Background
Watch the Teacher Background Video Interactions with Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Temperature and precipitation affect animal growth and behaviors through migration and hibernation and plant responses through dormancy.
• A food chain shows the feeding relationships between organisms in an ecosystem, and changes to a food chain can affect the entire ecosystem.
• Natural environmental changes, such as droughts or floods, can cause organisms to thrive, perish, or move to a new location.
• Fossils are the preserved remains of extinct organisms. There are two main categories of fossils: body fossils and trace fossils.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Hibernation is the same as being asleep. Explain that a hibernating animal's breathing and heart rate are much slower than when the animal is asleep. In addition, a hibernating animal's brain activity is different from when it sleeps.
• Fossils are found everywhere. Explain that fossils are rare and tend to be found in sedimentary rock that has been exposed due to weathering and erosion.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 107

Location: Topic 4, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: SOLAR SYSTEM
Students answer questions about the solar system by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: SOLAR SYSTEM
Students answer questions about the solar system by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.(Adding New content to address TRR rubric feedback.)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 151

Location: Topic 6 Overview

Original Text: (Adding Social Studies TEKS. This was previously not included.)

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Updated Text: SOCIAL STUDIES TEKS.
SS 3.15F Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
Also SS 3.14F

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 39

Location: Topic Overview, Home Connections

Original Text: N/A

Component: *Grade 3 Student Activity Pack Vol 2*

ISBN: 9781428513846

Current Page Number(s): 39

Location: Topic 4, Experience 2, STEAM Activity 1 Design A

Original Text: Identify the order of the planets starting from the sun.
1._____ 2._____ 3._____ 4._____
5._____ 6._____ 7._____ 8._____

Updated Text: A. Compare the data provided in the table. Identify the order of the planets based on their distances from the sun. Complete the table.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 80

Location: Topic 3, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students decide whether to set up one ramp with different starting positions for the car or two identical ramps side by side. Students will then start the car from different heights and record the time it takes to reach the bottom of the ramp each time. Remind students to make careful observations and track their data accurately. Encourage them to make predictions about the speed of the car before each run.
GUIDE INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these steps to model and support the inquiry process:
1. Set up a cardboard ramp.
2. Mark three different spots on the ramp with tape: high, medium, low.
3. Mark a finish line.
4. Drop the car from the low starting point.
5. Time how many seconds to cross the finish line.
6. Record the time.
7. Repeat steps 4, 5, and 6 from medium and high starting points.
8. Repeat the procedure two more times.
DIFFERENTIATED INSTRUCTION
Data Table To support student comprehension, model how to add data to the table. Record the drop height before sending the car down the ramp. Demonstrate how to use the stopwatch accurately and how to determine and

record the number of seconds in the table for each run. Then model how to analyze the data to draw a conclusion about the car's speed.
Challenge To extend the learning for students seeking a challenge, ask them to determine how to record data when variables, such as different ramp angles or surfaces, are introduced

Updated Text: GUIDE STUDENT PLANNING Have students decide whether to set up one ramp with different starting positions for the car or two identical ramps side by side. Remind students that the goal of the activity is to test how the height of a ramp affects the speed of the model car. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• Do you think the car will go faster from a higher or lower starting point on the ramp?
• What data do you need to collect?
• How can you use these materials to test your prediction?

GUIDE INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these steps to model and support the inquiry process:
1. Set up a cardboard ramp. Mark a finish line at the bottom.
2. Use tape to mark three starting points on the ramp: high medium, low.
3. Drop the car from the low starting point.
4. Record the time it takes to cross the finish line.
5. Repeat steps 3 and 4 from the medium and high starting points.
6. Repeat the procedure two more times.
DIFFERENTIATED INSTRUCTION
STRIVING Data Table To support student comprehension, model how to add data to the table. Record the drop height before sending the car down the ramp. Demonstrate how to use the stopwatch accurately and how to determine and record the number of seconds in the table for each run. Then model how to analyze the data to draw a conclusion about the car's speed.
CHALLENGE To extend the learning for students seeking a challenge, ask them to determine how to record data when variables, such as different ramp angles or surfaces, are introduced.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 129

Location: Topic 5, Experience 2, After the Stations

Original Text: Have students apply what they learned in the Stations to the Everyday Phenomenon How is soil formed?

Updated Text: Have students apply what they learned in the Stations to the Everyday Phenomenon How does the soil change?

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 177

Location: Topic 6, Experience 3, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students make inferences about the text.

Updated Text: GUIDE STUDENT THINKING Have students make inferences about the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 211

Location: Topic 7, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: LIFE CYCLES

Students answer questions about structures and functions by completing an editable/
printable or online quiz. Give students mastering English language extra time to
translate assessments as needed.

Updated Text: LIFE CYCLES
Students answer questions about life cycles by completing an editable/
printable or online quiz. Give students mastering English language extra time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Throughout Experience pages

Location: Side column

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

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 107

Location: New content to address TRR rubric feedback. Topic 4, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try this out: Have students be either the sun or a planet. They will be a solar system model. Have them arrange themselves to show the order of the planets from the sun. Then have students identify the inner and outer planets. If you still have students who need a role, have them model other objects in the solar system such as the asteroid belt.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 156
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Topic 6, Experience 1, At-A-Glance; Objective

Original Text: Objectives
Students will explain
how temperature and
precipitation affect animal
growth and behavior
through migration and
hibernation and plant
responses through
dormancy.

Updated Text: Objectives
Students will explain
how temperature and
precipitation affect animal
growth and behavior
through migration and
hibernation and plant
responses through
dormancy.
Students identify patterns in bird migration to explain why birds migrate.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 44

Location: At-A-Glance; Objectives

Original Text: Objectives
Students will demonstrate that pushes, pulls, gravity, and magnetism are types of forces. Students will demonstrate and describe forces acting on objects through contact and at a distance.

Updated Text: Objectives
Students will identify and use patterns to demonstrate and explain that pushes, pulls, gravity, and magnetism are types of forces.

Students will demonstrate and develop explanations to describe forces acting on objects through contact and at a distance.

Component: ***Grade 3 Student Activity Pack Vol 2***

ISBN: 9781428513846

Current Page Number(s): 147

Location: Topic 6, Vocabulary, Question 2

Original Text: 2. Choose one word you know or look up a word you do not know in a
print or online dictionary. Use the word in a sentence.
3. Read the sentence. Use context clues to figure out the meaning of
the underlined word. Write its meaning. How did you know?

Updated Text: 2. Choose one word you know or look up a word you do not know in a
dictionary. Write a sentence using the word. Underline the word.

3. Read the sentence you wrorte. Use context clues to figure out the meaning of the underlined word. Write its meaning. How did you know?

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 83

Location: Topic 3, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: MECHANICAL ENERGY
Students answer questions about mechanical energy by completing an editable/ printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: MECHANICAL ENERGY
Students answer questions about mechanical energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 131

Location: Topic 5, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: Quiz
Students answer questions about slow changes on Earth by completing an editable/ printable or online quiz. Give students still mastering English time to translate assessments as needed

Updated Text: Quiz
Slow Changes on Earth
Students answer questions about slow changes on Earth by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 179

Location: Topic 6, Experience 3, Evaluate, Quiz, 1st Paragraph

Original Text: CHANGES IN ECOSYSTEMS
Students answer questions about changes in ecosystems by completing an editable/

printable or online quiz. Give students still mastering English language extra time to
translate assessments as needed.

Updated Text: CHANGES IN ECOSYSTEMS
Students answer questions about changes in ecosystems by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 211

Location: New content to address TRR rubric feedback. Topic 7, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Show students examples of seeds from cut up fruit. Good seeds to use include apple seeds, orange seeds, cucumber seeds—any seeds from common fruits and vegetables. Show students that the seed is often inside the fruit. Have students examine and compare these different seeds from the fruits. Ask How does that seed grow into a new plant? [Sample answer: The seed contains the young plant. Water, soil, and sunlight help the young plant grown into a seedling and then an adult plant.]
(bullet) Have students choose a life cycle they learned about in the experience. Then, have students use craft and classroom materials to build a 3-D model of the life cycle. Finally, have students present and explain their model to a partner or the class.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 6

Location: Overview, Preview the Topic

Original Text: Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a
success!
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Heavier objects sink in water. Explain that objects that are heavy for their size sink while objects that are light for their size float. For example, a small stone is lighter than a large boat, but it sinks while the boat floats.
• Steam is hot air. Explain that steam is water vapor, which is water in a gas state. When water vapor condenses in the air, it appears as tiny water droplets. What we commonly refer to as steam is actually wet steam, or a combination of the water vapor and condensed water droplets.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 7

Location: Topic Overview; Home Connection

Original Text: Classify Matter at Home Have students work with an adult to prepare a simple recipe. Using a three-column chart, have the student classify each ingredient in the recipe as a gas, a liquid, or a solid. Provide students with opportunities to share their
observations with the class.

Updated Text: Classify Matter at Home Have students work with an adult to prepare a simple recipe. Using a three-column chart, have the student classify each ingredient in the recipe as a gas, a liquid, or a solid. Provide students with opportunities to share their observations with the class.

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 110

Location: Topic 5 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about patterns on Earth. First, in Experience 1, they will measure and compare weather conditions. Next, in Experience 2, they will describe how soil is formed by weathering and decomposition. Then, in Experience 3, they will explore rapid changes to Earth. Finally, in Experience 4, they will explain how people use resources and the importance of resource conservation.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to the Anchoring Phenomenon Video about volcanoes in Iceland. They will explore different ways that volcanoes change Earth's surface. As students progress through the Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, How do volcanoes change the surface of Earth?
Teacher Background
Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Weather conditions include factors such as temperature, precipitation, wind, and sun. Different locations experience different weather conditions.
• Slow forces, such as weathering and decomposition, change Earth's surface.
• Rapid forces, such as volcanoes, landslides, and earthquakes, also change Earth's surface.
• People use natural resources to make things and in construction, agriculture, and transportation.
• It is important to conserve natural resources through reducing consumption and reusing or recycling resources.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

• Rocks do not change over time. Reinforce that weathering by water, wind, and ice gradually change the shape and size of rocks and other landforms by breaking them into smaller pieces.

• Soil is made of only dirt and does not changed over time. Explain that soil is made up of many different kinds of matter, including the decomposed remains of plants and animals, tiny pieces of rock and shell, and grains of sand. Point out that through the processes of weathering and decomposition layers of soil form on the ground.

Updated Text: Preview the Topic

In this topic, students learn about patterns on Earth. In Experience 1, they will measure and compare weather conditions. In Experience 2, they will describe how soil is formed by weathering and decomposition. In Experience 3, they will explore rapid changes to Earth. In Experience 4, they will explain how people use resources and the importance of resource conservation.

As you progress through the topic, connect the activities back to Topic 4. Students can deepen their understanding of Earth as a planet in relation to the sun, moon, and other planets (TEKS 3.9A, 3.9B) from Topic 4 to what they learn in Topic 5 about patterns on Earth (TEKS 3.10A, 3.10B, 3.10C).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video about volcanoes in Iceland. They will explore different ways that volcanoes change Earth's surface. As students progress through the Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, How do volcanoes change the surface of Earth?

Topic Readiness Test and Remediation

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

Teacher Background

Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

• Weather conditions include factors such as temperature, precipitation, wind, and sun. Different locations experience different weather conditions.

• Slow forces, such as weathering and decomposition, change Earth's surface.

• Rapid forces, such as volcanoes, landslides, and earthquakes, change Earth's surface.

• People use natural resources to make things and in construction, agriculture, and transportation.

• It is important to conserve natural resources by reducing, reusing or recycling.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions
Common misconceptions are listed in bold type. The
subsequent text explains the misconceptions.
• Rocks do not change over time. Weathering by water, wind,
and ice gradually change the shape and size of rocks by
breaking them into smaller pieces.
• Soil is made of only dirt and does not changed over time. Explain that soil is
made up of different kinds of matter, including the decomposed remains
of plants and animals, tiny pieces of rock, and grains of sand. Through the processes of weathering and decomposition
layers of soil
form on the ground.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 159

Location: Topic 6, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 47

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: Topic 4, Experience 2, STEAM Activity TE 1 Design A

Original Text: Identify the order of the planets starting from the sun.
1. Mercury 2. Venus 3. Earth 4. Mars _
5. Jupiter 6. Saturn 7. Uranus 8. Neptune_

Updated Text: A. Compare the data provided in the table. Identify the order of the
planets based on their distances from the sun. Complete the table.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 83

Location: New content to address TRR rubric feedback.Topic 3, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (new Targeted Instruction box)
Targeted Instruction
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
• Roll two balls toward an established finish line. Invite students describe the speed of the balls relative to one another. Ask students why they think one ball may roll faster than the other.
• Have students predict what will happen if you roll two cars down two ramps of different heights. Roll the cars down the ramps at the same time. Have students compare the motion of the cars.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 131

Location: New content to address TRR rubric feedback.Topic 5, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Tell students that weathering is a very slow process that can take thousands of years, but they are going to model a fast version of weathering. Rub an eraser used for chalkboards against the table to see the shavings. Explain that during weathering the rocks rub against each other, water, etc. and break off into pieces (similar to how the eraser broke into pieces). Safety Remind students not to blow on the chalk dust.

(bullet) Students make a class compost bin. Organic items from lunch such as banana peels, orange rinds, onion peels, coffee grounds, etc. can go into the compost bin to decompose into nutrient-rich organic matter.
Set up the compost bin outside the classroom. Use a large plastic bin with a lid. Drill holes along the bottom and sides of the bin to allow air to move. Place shredded newspaper into the bin. Then add soil, dried leaves, and pine needles. Mix in food scraps. Spray with some water. Put the lid on. Every few days, mix or roll the contents. Use the decomposed material in a garden as fertilizer. Safety Remind students to wear gloves and wash their hands. Do not include meat, fish, bones, fats, or oils in the compost bin.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 179

Location: New content to address TRR rubric feedback. Topic 6, Experience 3, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Draw a picture of a plant that will perish in a drought. Then draw a picture of a plant that can store water so it can survive or thrive in a drought. Explain that desert plants such as agave, yucca, and cactus can withstand drought

conditions by storing water.

(bullet) Design an experiment to test the effect of drought and flood on a plant such as a cactus or other type of succulent. Think about the materials you would need and the procedure you would follow. Describe your experiment and predict the results

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 12

Location: At-A-Glance; Objective

Original Text: Objective
Students will measure, test, and record physical properties of matter, including mass, magnetism, and the ability to sink or float in water.

Updated Text: Objectives
Students will measure, test, and record physical properties of matter, including mass, magnetism, and the ability to sink or float in water.

Students will identify and investigate cause-and-effect relationships to explain the physical properties of matter and will collect observations and measurements as evidence.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 111

Location: Topic 5 TEKS Progression, Look Ahead

Original Text: LOOK AHEAD
How does this topic connect to what students will learn later?
• 4.10A Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.
• 4.10B Model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.
• 4.11A Identify and explain advantages and disadvantages of using Earth's renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil, and natural gas.
Also 4.10C, 4.11B
• Vocabulary: climate, conservation, deposition, erosion, fossil fuel, landform, nonrenewable resource,

precipitation, recycling, renewable resource, water cycle, weather, weathering

Updated Text: LOOK AHEAD
How does this topic connect to what students will learn later?
• 4.10A Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.
• 4.11A Identify and explain advantages and disadvantages of using Earth's renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil, and natural gas.
Also 4.10B, 4.10C, 4.11B
• Vocabulary: climate, conservation, deposition, erosion, fossil fuel, landform, nonrenewable resource, precipitation, recycling, renewable resource, water cycle, weather, weathering

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 160

Location: Topic 6, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students decide which color they will use for each bird/location before starting the activity, and ask them to avoid using similar colors. Explain that using distinct colors will help the migration pattern of each bird stand out visually, and make the map easier to understand.
DIFFERENTIATED INSTRUCTION
Reading a Data Table To reinforce understanding, model how to read the data table, use the information to label locations, and plot the migration pattern on the map. Consider writing simplified steps with pictures for students to follow, and/or providing students with a partially prefilled Hands-On Activity. For example, if the locations and migration pattern are filled in for one bird, students can use it as a guide to complete the information for the second bird.
Challenge For students who are ready for a challenge, have them research a third bird and map its migration, and then compare its behavior to the other two birds' behaviors.

Updated Text: GUIDE STUDENT PLANNING Have students decide which color they will use for each bird/location before starting the activity, and ask them to avoid using similar colors. Explain that using distinct colors will help the migration pattern of each bird stand out visually, and make the map easier to understand. If students need additional support, use this scaffolding

and guidance for just-in-time learning acceleration. Ask:SEP SEPWhat does the temperature data show? What can you infer from this data and the bird's migration patterns?

DIFFERENTIATED INSTRUCTION
SPECIAL NEEDS Students who have language impairments may benefit from having simplified steps with pictures to follow, and/or a partially prefilled Hands-On Activity. For example, if the locations and migration pattern are filled in for one bird, students can use it as a guide to complete the information for the second bird.
CHALLENGE For students who are interested, have them research a third bird and map its migration, and then compare its behavior to the other two birds' behaviors.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 48

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. Ask:
• What do you want to learn about forces from this investigation?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
Make Observations To support students who are having difficulty setting up the investigation, demonstrate the procedure. Model how to set up the activity, and demonstrate pulling the card away quickly, then slowly. Model making observations by describing aloud what you see each time, and writing the observations on the activity. Alternatively, guide students by asking What did you see? What happened to the objects? and having them write the words they say.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.Ask:
• What do you want to learn about forces from this investigation?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
STRIVING Make Observations To support students who are having difficulty setting up the investigation, demonstrate the procedure. Model how to set up the activity, and demonstrate pulling the card away quickly, then slowly. Model making observations by describing aloud what you see each time, and writing the observations on the activity. Alternatively, guide students by asking What did you see? What happened to the objects? and having them write the words they say.

CHALLENGE While completing the Hands-On Station, have students use the data they collected to explain how the index card keeps the objects from falling into the cup.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: Topic 4, Experience 2, STEAM Activity TE, Planets Table, Order from the Sun Column

Original Text: Order From the Sun

Updated Text: (Added Answers)
Order
from Sun
3
5
4
1
8
6
7
2

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 86

Location: Topic 4 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about Earth and space. First, in Experience 1, they investigate the orbits of the sun, Earth, and moon. Then, in Experience 2, students list the planets in our solar system and identify their order from the sun.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to the Anchoring Phenomenon Video about the solar system, the orbit of Earth around the sun, and the orbit of the moon around Earth. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does the night sky change?

Updated Text: Preview the Topic
In this topic, students learn about Earth and space. First, in Experience 1, they investigate the orbits of the sun, Earth, and moon. Then, in Experience 2, students list the planets in our solar system and identify their order from the sun.
As you progress through the topic, connect the activities back to Topic 2 Force and Motion. Students can apply what they learned about how forces act on objects, including gravity (TEKS 3.7A) to explain the orbits of the sun, Earth and moon (TEKS 3.9A).
PREVIEW ANCHORING PHENOMENON
Students watch and respond to the Anchoring Phenomenon Video about the solar system, the orbit of Earth around the sun, and the orbit of the moon around Earth. As students progress through the Experiences, they will answer the Anchoring

Phenomenon question, Why does the night sky change?
Topic Readiness Test and Remediation
Students answer questions to show what they already know about Earth and Space by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 132

Location: Topic 5, Experience 3, At-A-Glance; Objective

Original Text: Objective
Students will model and describe rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.

Updated Text: Objectives
Students will model and describe rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.

Students will use engineering practices to design, build, test, and redesign a model building that can withstand a simulated earthquake.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 180

Location: Topic 6, Experience 4, At-A-Glance; Objectives

Original Text: Objective
Students will identify fossils as evidence of past living organisms.

Updated Text: Objectives
Students will identify fossils as evidence of past living organisms.

Students will make their own model imprint fossil to explain how fossils form.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 15

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 111

Location: Topic 5 SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
3.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.
3.1F Construct appropriate graphic organizers to collect data.
Also 3.1B, 3.1D, 3.1E. 3.1G, 3.2D, 3.4A
RECURRING THEMES AND CONCEPTS TEKS
3.5A Identify and use patterns to explain scientific phenomena.
Also 3.5B, 3.5D, 3.5E, 3.5G
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Learning Strategies 1A Use prior experiences to understand meanings in English.
Also Learning Strategies 1E; Listening 2C, 2D, 2E; Speaking 3B, 3D, 3F, 3G, 3H; Reading 4C, 4D, 4E, 4F; Writing 5B
MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
Math 3.1D Communicate mathematical ideas using multiple representations, including graphs and language as appropriate.
ELAR 3.6D Create mental images to deepen understanding.
Also ELAR 3.6E, ELAR 3.7C
Collaborate with the Community
Meet an Expert Reach out to your local county agricultural extension office

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS
3.1F Construct appropriate graphic organizers to collect data.
Also 3.1A, 3.1B, 3.1D, 3.1E. 3.1G, 3.2D, 3.4A
RECURRING THEMES AND CONCEPTS TEKS
3.5A Identify and use patterns to explain scientific phenomena.
Also 3.5B, 3.5D, 3.5E, 3.5G
ENGLISH LANGUAGE PROFICIENCY STANDARDS
Learning Strategies 1A Use prior experiences to understand meanings in English.
Also Learning Strategies 1E; Listening 2C, 2D, 2E; Speaking 3B, 3D, 3F, 3G, 3H; Reading 4C, 4D, 4E, 4F; Writing 5B
MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
Math 3.1D Communicate mathematical ideas using multiple representations, including graphs and language as appropriate.
ELAR 3.6D Create mental images to deepen understanding.
Also ELAR 3.6E, ELAR 3.7C
SOCIAL STUDIES TEKS.
SS 3.16A Use democratic procedures to simulate making decisions on school, local, or state issues.
Also SS 3.9E

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 161

Location: Topic 6, Experience 1, Guide Student Thinking

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: GUIDE STUDENT THINKING Explain to students that as they read, they can use details to help them determine the key ideas. As students read each section of the text, ask What are the details describing? What key ideas do they help me understand? For example, in the section about migration, use this model: I notice that the text includes details about animals that move from place to place. So, that tells me the key idea is that some animals migrate and move to a different environment when conditions change.

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read, they can use details to help them determine the key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. As students read each section of the text, ask What are the details describing? What key ideas do they help me understand? For example, in the section about migration, use this model: I notice that the text includes details about animals that move from place to place. So, that tells me the key idea is that some animals migrate and move to a different environment when conditions change.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 49

Location: Made change to Explore; Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. Encourage students to ask themselves questions such as these during reading.

Updated Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Encourage students to ask themselves questions such as these during reading. ASK:

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New Slide to meet Grade 3 TEKS Breakouts 3.A.iv, Shared Asset

Link to Updated Content:

View Updated Content

Original Text: [New slide based on Gr 3 SRP TEKS review]

Updated Text: Propose Solutions (See Link for Content)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 87

Location: Topic 4 Topic Overview, ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 3.6G Evaluate details read to determine key ideas.

ELAR 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS
MATH 3.1F Analyze mathematical relationships to connect and communicate mathematical ideas.
ELAR 3.6G Evaluate details read to determine key ideas.
ELAR 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.
SOCIAL STUDIES TEKS
SS 3.14F Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.
Also SS 3.15F

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 135

Location: Topic 5, Experience 3, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about patterns on Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 183

Location: Topic 6, Experience 4, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets from the Engage activity. Identify prior knowledge about fossils.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 16

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the Hands-On Station Activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. Ask:
• Which objects do you think will float and which will sink?
• How will you keep track of your observations?
• Which of your predictions did you confirm?

DIFFERENTIATED INSTRUCTION
Make Observations To reinforce understanding, model how to set up the activity and demonstrate using each measuring tool. Model making observations by describing aloud what you see each time you measure an object and writing the observations on the Hands-On Activity. Then, guide students by asking What tool would you use to measure this object? Which property of matter

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the Hands-On Station Activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• Which objects do you think will float and which will sink?
• How will you keep track of your observations?
• Which of your predictions did you confirm?

DIFFERENTIATED INSTRUCTION
STRIVING Make Observations To reinforce understanding, model how to set up the activity and demonstrate using each measuring tool. Model making observations by describing aloud what you see each time you measure an object and writing the observations on the Hands-On Activity. Then, guide students by asking What tool would you use to measure this object? Which property of matter

CHALLENGE Have your students to explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (Gravity pulls a boat on the water down, but the water pushes the boat up. If a boat weighs less than the water it pushes on, then it will float. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down.)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 111

Location: Topic 5 Overview

Original Text: (Adding Home Connections Box This was previously not included.)

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 163

Location: Topic 6, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: ORGANISMS IN ECOSYSTEMS
Students answer questions about organisms in ecosystems by completing an

editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: ORGANISMS IN ECOSYSTEMS
Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 51

Location: Made change to Evaluate; Quiz to address TRR response.

Original Text: Quiz
FORCES
Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz
FORCES
Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about matter. In Experience 1, students investigate the properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. In Experience 2, students describe and classify matter as solids, liquids, or gases. They observe and record how heating or cooling can change the state of matter. In Experience 3, students learn how materials can be combined to create or modify objects. They use their knowledge of physical properties to justify the selection of materials when combining them.
As you progress through the topic, connect the activities back to what students learned in Grade 2. Students can apply what they learned about classifying matter by physical properties (TEKS 2.6A) to their investigations of matter in Grade 3 (TEKS 3.6A). They can use what the learned about how processes, such as heating and cooling, change matter (TEKS 2.6B) to how they can classify matter as solids, liquids,

or gases (TEKS 3.6B). They can use what they learned about materials being made of small units and about what happens when objects touch or collide (TEKS 2.6C, 2.7A) to how materials can be combined and how physical properties are used to justify the selection of materials when combined (TEKS 3.6B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video showing how ice cream is made with liquid nitrogen. They will observe how liquid cream becomes a solid when it is combined with liquid nitrogen. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you make ice cream in an instant?

Topic Readiness Test and Remediation

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

Teacher Background

Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

• Matter has physical properties that can be measured, including, temperature, mass, magnetism, and the ability to sink or float.

• Matter is classified as a solid, liquid, or gas, and changes in the state of matter can be caused by heating or cooling.

• Combining materials can change their physical properties, and the physical properties of those materials justify their use.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for each Experience. They include a preview of the Experience as well as classroom management strategies to make every Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

• Heavier objects sink in water. Explain that objects that are heavy for their size sink while objects that are light for their size float.

• Steam is hot air. Explain that steam is water vapor, or water in a gas state. When water vapor condenses in the air, it appears as water droplets. What we commonly refer to as steam is actually wet steam, or a combination of the water vapor and condensed water droplets.

Updated Text: Preview the Topic

In this topic, students learn about matter. In Experience 1, students investigate the properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. In Experience 2, students describe and classify matter as solids, liquids, or gases. They observe and record how heating or cooling can change the state of matter. In Experience 3, students learn how materials can be combined to create or modify objects. They use their knowledge of physical properties to justify the selection of materials when combining them.

As you progress through the topic, connect the activities back to what students learned in Grade 2. Students can apply what they learned about classifying matter by physical properties (TEKS 2.6A) to their investigations of matter in Grade 3 (TEKS 3.6A). They can use their knowledge of how matter changes through heating and cooling (TEKS 2.6B) to how matter can be classified as solids, liquids, and gases (TEKS 3.6B).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video showing how ice cream is made with liquid nitrogen. They will observe how liquid cream becomes a solid when it is combined with liquid nitrogen. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you make ice cream in an instant?
Topic Readiness Test and Remediation
Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.
Teacher Background
Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Matter has physical properties that can be measured, including, temperature, mass, magnetism, and the ability to sink or float.
• Matter is classified as a solid, liquid, or gas, and changes in the state of matter can be caused by heating or cooling.
• Combining materials can change their physical properties, and the physical properties of those materials justify their use.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for each Experience. They include a preview of the Experience as well as classroom management strategies to make every Experience a success!
Common Misconceptions
Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

• Heavier objects sink in water. Explain that objects that are heavy for their size sink while objects that are light for their size float.
• Steam is hot air. Steam is water in a gas state or vapor. When water vapor condenses in the air, it appears as water droplets. What we commonly call steam is wet steam, or a combination of water vapor and condensed droplets.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 87

Location: Topic 4 Topic Overview

Original Text: (Adding Home Connections Box This was previously not included.)

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 136

Location: Topic 5, Experience 3, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is important to know how they will evaluate their building before they start building it. Help students

generate criteria such as the building's purpose and what it needs in order to remain standing during an earthquake. Explain that answering questions such as these before they begin will help students plan and evaluate their designs. Ask:

Updated Text: GUIDE STUDENT PLANNING Help students generate criteria such as the building's purpose and what it needs in order to remain standing during an earthquake. Explain that answering questions such as these before they begin will help students plan and evaluate their designs. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 184

Location: Topic 6, Experience 4, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully make clear impressions of the objects that other students can use as evidence to make inferences. Students should also record their observations clearly as they examine each imprint. Ask:
• What do you want to learn about fossils from this investigation?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
Make Observations To support students' comprehension, guide them to set up the activity, and model using clay to make a clear impression of an object. To reinforce understanding, model analyzing the impression, measuring and describing aloud the evidence you observe. Model entering your observations and inferences into the table on the STEAM Station Activity.
Extra Support If students struggle, guide them to see how the distinct parts of the imprint correspond to

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully make clear impressions of the objects that other students can use as evidence to make inferences. Students should also record their observations clearly as they examine each imprint. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• What do you want to learn about fossils from this investigation?
• How will you keep track of your observations?
• What predictions have you made?
DIFFERENTIATED INSTRUCTION
STRIVING: Make Observations To support students' comprehension, guide them to set up the activity, and model using clay to make a clear impression of an object. To reinforce understanding, model analyzing the impression, measuring and describing aloud the evidence you observe. Model entering your observations and inferences into the table on the STEAM Station Activity.
STRIVING: Extra Support If students struggle, guide them to see how the distinct parts of the imprint correspond to
CHALLENGE Have students think of ways to model other types of fossils. Students could place a small object in a cup of water and freeze it, or wrap an object in modeling clay and "dig" it out.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 16

Location: Topic 1, Experience 1, Explore; Challenge

Original Text: CHALLENGE Have your students to explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (Gravity pulls a boat on the water down, but the water pushes the boat up. If a boat weighs less than the water it pushes on, then it will float. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down.)

Updated Text:

CHALLENGE Have your students explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (If the force of gravity pulling on an object is greater than the force of water pushing up on the object, the object will sink. If it is less, the object will float. While a boat is large, it is light enough for its size that the force of water pushing up on it is more than the force of gravity pulling it down, so it floats. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down so it sinks.)

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 92

Location: Topic 4 Experience 1, At-A-Glance, Objectives

Original Text: Objective
Students will construct and explain a model of Earth's orbit around the sun and compare the orbits of Earth and the moon.

Updated Text: Objectives
Students will develop, construct, and explain a model of Earth's orbit around the sun and compare the orbits of Earth and the moon.
Students will identify cause-and-effect relationships to explain Earth's orbit around the sun and compare the orbits of Earth and the moon.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 137

Location: Topic 5, Experience 3, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that when they are reading and responding to an informational text, they should look for evidence in the text to support their responses. Ask students questions such as:

Updated Text: GUIDE STUDENT THINKING Explain to students that when they are reading and responding to an informational text, they should look for evidence in the text to support their responses. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 185

Location: Topic 6, Experience 4, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students generate questions about the text. Encourage students to look for the answers to their questions as they read and after they read the text.

Updated Text: GUIDE STUDENT THINKING Have students generate questions about the text. Encourage students to look for the answers to their questions as they read and after they read the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (blue bold) Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 17

Location: Literacy Station

Original Text: Literacy Station
How can matter be measured?
STATION SETUP Literacy Station Card, Read About It Properties of Matter, Vocabulary Activity Cards, Literacy Station Activity
WHAT TO EXPECT Students will explore the Read About It Properties of Matter. They will connect to their own lives what they learn about the properties of matter and the tools that are used to measure size, mass, temperature, and volume.
GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask students questions such as these:

Updated Text: Literacy Station
How can matter be observed and measured?
STATION SETUP Literacy Station Card, Read About It Properties of Matter, Vocabulary Activity Cards, Literacy Station Activity
WHAT TO EXPECT Students will explore the Read About It Properties of Matter. They will connect to their own lives what they learn about the properties of matter and the tools that are used to measure size, mass, temperature, and volume.
GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then
connect these to their own lives. Ask students questions such as these:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 116

Location: Topic 5, Experience 1, At-A-Glance; Objective

Original Text: Objectives
Students will measure
weather conditions,
including air temperature,
wind direction, and
precipitation, and
compare and describe
day-to-day weather in
different locations at the
same time.

Updated Text: Objectives
Students will measure weather conditions, including air temperature, wind direction, and precipitation, and compare and describe day-to-day weather in different locations at the same time.

Students will collect and graph weather data..

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 163

Location: Adding New content to address TRR rubric feedback.Topic 6, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Ask students how they think an animal would prepare for hibernation. Facilitate a discussion about making sure the animal has eaten enough food and that it has a safe, warm space to hibernate. Students can make a “to do” list of what the animal should do to prepare for hibernation.
(bullet) Have students draw two pictures of a plant. One drawing should show the plant in its dormant state and the other should show the plant in bloom. Ask How do the two images differ? [Sample answer: The dormant plant is brown and dry. The blooming plant has colorful flowers.] Ask What caused the plant to go dormant? [Sample answer: Temperature and/or rain made the plants go dormant.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 51

Location: Made change to Evaluate, minor column to address TRR response

Original Text: n/a

Updated Text: If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
Ask students if magnets can push as well as pull.

Challenge students to demonstrate pushes and pulls with two magnets.
Gently toss a beach ball into the air. Have students to keep the ball in the air while passing it around the room. Everyone should touch the ball at least once. Have a discussion about the forces acting on the ball.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 17

Location: Topic 1, Experience 1, Literacy Station

Original Text: GUIDE STUDENT THINKING Tell students that making connections between
what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then
connect these to their own lives. Ask students questions such as these:

Updated Text: GUIDE STUDENT THINKING Tell students that making connections between
what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then
connect these to their own lives. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 95

Location: Topic 4, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about patterns in space.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 139

Location: Topic 5, Experience 3, Evaluate, Quiz, 1st Paragraph

Original Text: Students answer questions about fast changes on Earth by completing an editable/
printable or online quiz. Give students still mastering English time to translate
assessments as needed.

Updated Text: Students answer questions about fast changes on Earth by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 187

Location: Topic 6, Experience 4, Evaluate, Quiz, 1st Paragraph

Original Text: FOSSILS
Students answer questions about fossils by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed.

Updated Text: FOSSILS
Students answer questions about fossils by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed.
If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 20

Location: At-A-Glance; Objective

Original Text: Objectives
Students will describe and classify samples of matter as solids, liquids, and gases. Students will predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances.

Updated Text: Objectives
Students will collect observations as evidence to describe and classify samples of matter as solids, liquids, and gases.

Students will identify cause-and-effect relationships to explain, predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 119

Location: Topic 5, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 164

Location: Topic 6, Experience 2, At-A-Glance; Objectives

Original Text: Objectives
Students will identify
and describe the flow of
energy in a food chain,
and predict how changes
in a food chain affect the
ecosystem.

Updated Text: Objectives
Students will identify and describe the flow of energy in a food chain, and predict how changes in a food chain affect the ecosystem.

Students will develop and use models to represent food chains.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 52

Location: At-A-Glance; Objectives

Original Text: Objectives
Students will demonstrate that the position and motion of
an object can be changed by forces. Students will plan an
investigation to demonstrate and explain how pushing and
pulling forces change the position or motion of an object.

Updated Text: Objectives
Students will demonstrate that the position and motion of an object can be changed by forces by investigating cause-and-effect relationships.

Students will use scientific practices to plan and conduct an investigation to demonstrate and explain how pushing and pulling forces change the position or motion of an object.

Publisher: TPS Publishing

Science, Grade 3

Program: *STEAM into Science - Grade 3 Edition: TEKS*

Component: *Teacher Textbook - Grade 3 Science*

ISBN: 9781788057585

Link to Current Content:
View Current Content

Current Page Number(s): Page l

Location: Unit Column

Original Text: Unit 1 - The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Updated Text: Unit 1 - The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student understands that recurring themes and conceptsprovide a framework for making connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: ***Teacher Textbook - Grade 3 Science***

ISBN: 9781788057585

Link to Current Content:
View Current Content

Current Page Number(s): Page Lvi

Location: Text

Original Text: Unit 1 - The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Updated Text: Unit 1 - The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student understands that recurring themes and conceptsprovide a framework for making connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 3 Teacher Edition***

ISBN: 9781788057561

Link to Current Content:
View Current Content

Current Page Number(s): Page 10

Location: Add as an addition to the bulleted points:

Original Text: N/A

Updated Text: • Do the student's results support their hypothesis?

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition***

ISBN: 9781788057561
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Link to Current Content:
View Current Content

Current Page Number(s): Page 4

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by: • Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support). • Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box. • Planning to have at hand any materials needed to implement the Idea box. • Reviewing the task information contained within the Idea boxes.

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition***

ISBN: 9781788057561

Link to Current Content:
View Current Content

Current Page Number(s): Page 29

Location: Add sentence after:Mr. Morales explained that energy can be potential energy….

Original Text: N/A

Updated Text: "Mr. Morales explains to the children that some of the terms will be studied in later grades. Kinetic and Potential energy are terms to be explored later."

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition***

ISBN: 9781788057561

Link to Current Content:
View Current Content

Current Page Number(s): Page 39

Location: Add teacher note:

Original Text: N/A

Updated Text: Teacher Note; Students in Grade 3 study energy we use in everyday lives and although the terms potential and kinetic energy are included in the story, which as scientists, we believe to be valuable, we advise teachers to only use the Grade 3 TEKS 8A vocabulary for deepening studies and examination review. You can assign the future grade study terms for advanced level students.

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition***

ISBN: 9781788057561

Link to Current Content:
View Current Content

Current Page Number(s): Page 66

Location: Add to Activity 4

Original Text: N/A

Updated Text: The students should work in small groups. Encourage them to use their knowledge about energy gained from Chapter 4 and vehicles from Chapter 3, be creative, imaginative and to collaborate and communicate as a group.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 4

Program: *Texas ADI Learning Hub for Science, 4th Grade: TEKS*

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Location: Which Way is Down? Ideas Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added the following Text to the Tip for In Person Lesson:
Students do not need to do a "close read" of this text or completely understand all the ideas in it before moving on to the next activity. They will be encouraged to revisit this text later in the investigation when creating their arguments and writing their reports. All students need to be able to do during this activity is to work with the other members of their group to identify one or two ideas that they think are important to keep in mind or are potentially helpful.

Within the Ideas passages, important words are bolded and defined in text. Often, the definition will be supported by images and an example. These words are good words to include on a word wall or in student vocabulary notebooks. These words are also ones you can suggest students include in their plan, argument, and report where appropriate.

There are many supports for helping students comprehend what they read already embedded into this activity (i.e., activating prior knowledge, providing a shared experience, making connections, synthesizing, and talking with peers). You might not need to provide much extra support. If you are concerned about students understanding this text because of their scores on past reading comprehension tests, you can read it out loud as they follow along. As you read the text out loud, be sure to stop at each important idea and ask the students to put a star (or other annotation) next to it in the margin of their handout. They can then discuss these ideas in their small groups.

This activity provides an opportunity for emerging multilingual students to speak using scientific vocabulary, to internalize new English words, and to build academic vocabulary. We suggest visiting with individual groups and asking students to point out important words in what they read and to define what those words mean during this stage of the investigation.

The end of this activity provides an opportunity to support emerging multilingual students learning and use of (a) basic and academic vocabulary, (b) essential language, (c) basic and scientific language structures, and (d) basic and scientific expressions. While students are talking in their small groups about what they read, you can ask emerging multilingual students to use language they heard other students use. You can also support their learning by making sure to use targeted vocabulary and language structures while speaking to individual groups and the whole class.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): N/A

Location: Matter and Energy Transfer in Arctic Ecosystems,Ideas Stage, Activity 1, page 3

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added following text:
Producers are the main way that energy is transferred into ecosystems. This means that all of the consumers in an ecosystem are dependent on the producers for energy. Even though carnivores do not eat producers, they rely on the producers to capture energy from the sun. This energy can then be transferred to consumers in the ecosystem

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Location: Bowling Ball Energy, Ideas Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added the follwing text to the Lesson Plan:
It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Location: Differences in the Duration of Daylight, Ideas, Activity 4

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added progress check. The text of the progress check is: What are your biggest takeaways from this investigation? You may want to mention ideas related to (a) the rotation of Earth on it's axis; (b) Earth's revolution around the sun; (c) latitude and longitude; and, (d) sequences and patterns.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Link to Updated Content:

View Updated Content

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: Original Activity provided students with the opportunity to:
1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:
1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 3

Link to Updated Content:

View Updated Content

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:
1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Do Other Planets Have Eclipses? Ideas Stage, Activity 4

Link to Updated Content:

View Updated Content

Original Text: What is your biggest takeaway from this stage of the investigation?

Updated Text: What is your biggest takeaway from this stage of the investigation? You may want to mention ideas related to (a) the solar system; (b) the Earth-Moon-Sun system; (c) using models to study systems, including the solar system and the Earth-Moon-Sun system; and, (d) the advantages and limitations of models.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
View Current Content

Location: Flotation System for Shipping Containers, Do Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: Heading: Make Sense of Your Data

Updated Text: Heading: Refine and test your solution to the problem

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
View Current Content

Location: Rabbits on Whidbey Island

Link to Updated Content:

View Updated Content

Original Text: Heading: Read about some core ideas you can use

Updated Text: Heading: Read about a core idea you can use

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): https://adilearninghub.com/advanced-search/4/contentType/investigations/eec2feb3-21cc-4bfe-8989-e06f919c54d0#ap-step-3f1ddf51-379c-42d4-af9e-54e6ffa178ba-activities-b309840d-8e16-43d9-86e9-8bcf886ff221-content-in-person

Location: Matter and Energy Transfer in Arctic Ecosystems, Task Stage, Activity 3

Link to Updated Content:

View Updated Content

Original Text: The video you watched showed some of the many different living things that can be found in the Arctic Ocean ecosystem. All these living things need energy to survive. Your goal in this investigation is to figure out the best way to model how energy transfers into, within, and out of the organisms that are found in the Arctic Ocean ecosystem. To accomplish this goal, you will need to think about the best way to show the inputs and the outputs of energy in the Arctic Ocean ecosystem and the key processes or interactions that take place within it. The guiding question of this investigation is:
How do we best model the transfer of energy into, within, and out of the organisms that are found in the Arctic Ocean ecosystem?

Updated Text: The video you watched showed some of the many different living things that can be found in the Arctic Ocean ecosystem. All these living things need matter and energy to survive. Your goal in this investigation is to figure out the best way to model how matter and energy transfers into, within, and out of the organisms that are found in the Arctic Ocean ecosystem. To accomplish this goal, you will need to think about the best way to show the inputs and the outputs of matter and energy in the Arctic Ocean ecosystem and the key processes or interactions that take place within it. The guiding question of this investigation is:

How do we best model the transfer of matter and energy into, within, and out
of the organisms that are found in the Arctic Ocean ecosystem?

Publisher: Savvas Learning

Science, Grade 4

Program: *Texas Experience Science Grade 4 (Print with digital): TEKS*

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 57

Location: Literacy Station

Original Text: Vocabulary Activity Cards, Literacy Station Activity
WHAT TO EXPECT Students will explore the Read About It Noncontact Forces and connect what they read about noncontact forces to their own experiences. They will also respond to questions and summarize the text. GUIDE STUDENT THINKING Tell students that active readers make connections to their own lives. Say As you read, ask yourself whether the text reminds you of something you have experienced before. Encourage students to use the vocabulary words magnetism and gravity in their discussions. Have students glue the Vocabulary Activity Cards into their Science Notebooks and write a connection to their lives or to the text under each card. As you circulate during stations, support students' exploration of text by asking guiding questions.

Updated Text: What are the effects of forces? STATION SETUP Literary Station Card, Read About It Noncontact Forces, Vocabulary Activity Cards, Literacy Station Activity WHAT TO EXPECT Students will explore the Read About It Noncontact Forces and connect what they read about noncontact forces to their own experiences. They will also respond to questions and summarize the text. GUIDE STUDENT THINKING Tell students that active readers make connections to their own lives. Say As you read, ask yourself whether the text reminds you of something you have experienced before. Encourage students to use the vocabulary words magnetism and gravity in their discussions. Have students glue the Vocabulary Activity Cards into their Science Notebooks and write a connection to their lives or to the text under each card. As you circulate during stations, support students' exploration of text by asking guiding questions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): N/A

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

Original Text: Initial list of TEKS standards

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

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 160

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Before students complete each part, encourage them to make predictions about how they think the growth of the plants will compare.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

(1 Differentiated Instruction Note)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Before students complete each part, encourage them to make predictions about how they think the growth of the plants will compare. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new second Differentiated Instruction note)
SPECIAL NEEDS Have students with language disorders work with a partner rather than in a larger group. The pair can communicate using words or drawings. Suggest that each student restate in their own words what the other says to clarify meaning, such as: I think what you said is that _____.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 6

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about matter. First, in Experience 1, students classify and describe objects by properties, such as whether they sink or float in water. Next, in Experience 2, students compare and contrast the properties of solids, liquids, and gases. Finally, in Experience 3, students demonstrate that mass is conserved when substances are mixed.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape?
Teacher Background
Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• A mixture is a combination of two or more materials that are easy to identify and separate.
• A solution is a type of mixture in which one material is dissolved evenly into another material, and the materials are no longer easy to identify or separate.
• Conservation of matter means that when materials are combined, the amount of each material remains the same even if the state of matter changes.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type.
The subsequent text explains the misconceptions.
• Melting is the same as dissolving. Explain to students that melting occurs when matter changes from a solid to a liquid state as a result of heating, but dissolving occurs when one substance spreads out throughout another substance to form a solution.
• Condensation is water that has seeped through something. Explain that the water droplets they observe as

condensation have come from water vapor in the air that has become liquid water because of a reduction in temperature.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 108

Location: blue box

Original Text: Objective
Students will collect and analyze data to identify sequences and predict patterns of change in moon phases. Students will connect patterns in the sun–Earth–moon system to moon phases.

Updated Text: Objective
Students will develop and use models to collect and analyze data to identify sequences and predict patterns of change in moon phases.

Students will connect patterns in the sun–Earth–moon system to moon phases.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 196

Location: Explore column of assets

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Overview

Location: Standards List

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

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

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 161

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Guide students to establish a purpose for reading this informational text by pointing out headings and captions. Have students look for important details in the text that help them understand key ideas.

EXIT TICKETS
Have students answer the question, How does matter cycle from producers to consumers? Collect exit tickets and refer back to them throughout the Experiences.

Updated Text: GUIDE STUDENT THINKING Guide students to establish a purpose for reading this informational text by pointing out headings, captions, important details, and key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

EXIT TICKETS
Have students answer the question, How does matter cycle from producers to consumers? Collect and refer to exit tickets throughout the Experiences.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 7

Location: minor column

Original Text: Home Connection
Describe Matter at Home As students learn about the properties of matter, encourage them to work with family members to identify examples of matter in and around their home and list them in their Science Notebooks. Ask students to describe the properties of each example and add information to their descriptions as they learn more about matter. Give students opportunities to share their observations with the class.

Updated Text: Home Connection Describe Matter at Home

As students learn about the properties of matter, encourage them to work with family members to identify examples of matter in and around their home and list them in their Science Notebooks. Ask students to describe the properties of each example and add information to their descriptions as they learn more about matter. Give students opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 111

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about moon phases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 199

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the physical traits of organisms.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 112

Location: major column, starting at What to Expect

Original Text: WHAT TO EXPECT Students will collect data to draw the moon in different phases. They may observe the moon to identify the current phase. Students will then create a physical model to demonstrate the pattern of moon phases. They will analyze their data to look for patterns and to determine dates for upcoming moon phases.

GUIDE STUDENT PLANNING Explain to students that they will construct a model to help them better analyze the data they collect. Make sure that students understand what each part of the model represents.

Updated Text: WHAT TO EXPECT Students will collect data to draw the moon in different phases. They may observe the moon to identify the current phase. Students will make physical models to demonstrate moon phase patterns. They will analyze data to look for patterns and determine dates for upcoming moon phases.

GUIDE STUDENT PLANNING Explain to students that they will construct a model to help them better analyze the data they collect. Make sure that students understand what each part of the model represents. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 200

Location: Differentiated Instruction

Original Text: Conduct Research To reinforce understanding of the research process, guide students to conduct an Internet search of an animal. Help students identify credible sources, such as government and university sites. Then model evaluating details on each site and recording them as notes.

Updated Text: STRIVING: Conduct Research To reinforce understanding of the research process, guide students to conduct an Internet search of an animal. Help students identify credible sources, such as government and university sites. Then model evaluating details on each site and recording them as notes.
CHALLENGE Have interested students research the kinds of plants that grow in your local area. Then have them make a garden plan for a specific kind of local environment, such as a wet or dry one, a shady or sunny one, or a steep bank.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 62

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn that that energy is everywhere and can be observed in cycles, patterns, and systems. First, in Experience 1, students investigate the transfer of energy by moving objects, waves in water, and sound. Next, in Experience 2, students identify conductors and insulators of heat and electrical energy. Finally, in Experience 3, students demonstrate and identify that electrical energy can produce light and thermal energy and travels in a closed path.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video about a pinball machine and then explore different conductors and insulators to explain how energy transfers in a pinball machine. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How does energy move in pinball?
Teacher Background
Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Mechanical energy can be transferred from moving objects to other objects through collisions or waves.
• A conductor is a material through which electrical energy or thermal energy can move easily. An insulator is a material through which electrical energy or thermal energy cannot move easily.
• The transfer of electrical energy in a closed path, or circuit, from a source to a device can produce light energy and thermal energy.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Sound can only travel through air. Explain that sound waves actually travel faster through liquids and solids than through air because the particles in solids and liquids are closer together and can transmit the vibrations from sound waves more quickly.
• Water cannot conduct electrical energy. Explain that while pure, fresh water does not conduct electrical energy, salt water and most tap water and bottled water contain minerals that act as conductors.
• Objects such as blankets are sources of heat. Guide students to understand that temperature is not a property of objects. For example, a blanket and a metal pan have the same temperature under the same conditions. A blanket can keep things warm because it is an insulator that reduces the flow of thermal energy.

Updated Text: Preview the Topic
In this topic, students learn that that energy is everywhere and can be observed in cycles, patterns, and systems. First, in Experience 1, students investigate the transfer of energy by moving objects, waves in water, and sound. Next, in Experience 2, students identify conductors and insulators of heat and electrical energy. Finally, in Experience 3, students demonstrate and identify that electrical energy can produce light and thermal energy and travels in a closed path.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned about forces (TEKS 4.7) to what they learn in Topic 3 about investigating the transfer of energy (TEKS 4.8A).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape?

(head)Topic Readiness Test and Remediation

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

Teacher Background
Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• A conductor is a material through which electrical energy or thermal energy can move easily. An insulator is a material through which electrical energy or thermal energy cannot move easily.
• The transfer of electrical energy in a closed path, or circuit, from a source to a device can produce light energy and thermal energy.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience

as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Sound can only travel through air. Explain that sound waves actually travel faster through liquids and solids than through air because the particles in solids and liquids are closer together and can transmit the vibrations from sound waves more quickly.
• Water cannot conduct electrical energy. Explain that while pure, fresh water does not conduct electrical energy, salt water and most tap water and bottled water contain minerals that act as conductors.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 164

Location: blue box

Original Text: Objective
Students will describe
the cycling of matter and
flow of energy through
food webs, including
the roles of the sun,
producers, consumers, and decomposers.

Updated Text: Objectives
Students will describe the cycling of matter and flow of energy through food webs, including the roles of the sun, producers, consumers, and decomposers.

Students will engage respectfully in scientific discussion as they talk about the flow of energy in an urban ecosystem.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 12

Location: blue box

Original Text: Objective Students will describe physical properties of matter and classify and describe matter according to its temperature, mass, magnetism, and relative density (the ability to sink or float in water).

Updated Text: Objective Students will observe physical properties of matter and use patterns as they classify and describe matter according to its temperature, mass, magnetism, and relative density (the ability to sink or float in water).

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 15

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Student Activity Companion Volume 2*

ISBN: 9781428513853

Current Page Number(s): 39

Location: Hands-On Station Activity

Original Text: 2. Hold the wood dowel with the foam ball out in front of you with your back to the lamp.

3. Slowly walk counterclockwise around the lamp and notice how the light changes on your model.

Updated Text: 2. Hold the wood dowel with the foam ball out in front of you with your back to the lamp. Make sure the foam ball is a little above your head so that the light from the lamp is shining on the ball.

3. Slowly rotate counterclockwise in place and notice how the light changes on your model.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 200

Location: bottom of major column

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

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

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

Original Text: TEKS

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 68

Location: blue box

Original Text: Objective
Students will investigate the transfer of energy by moving objects, waves in water, and sound.

Updated Text: Objective
Students will ask questions, investigate, and identify patterns to explain the transfer of energy by moving objects, waves in water, and sound.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 167

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy and matter in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 16

Location: major column, starting at Guide Student Planning

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 118

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about patterns on Earth. First, in Experience 1, they learn about Earth's water cycle and differentiate between weather and climate. Then, in Experience 2, they identify the processes of weathering, erosion, and deposition. Finally, in Experience 3, they explore renewable and nonrenewable natural resources.
PREVIEW ANCHORING PHENOMENON
Students watch and respond the Anchoring Phenomenon Video of a solarpowered device and differentiate between the parts that collect energy and the parts that use energy. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can sunlight power devices?
Teacher Background
Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Erosion is the process by which particles are broken away and removed by water, wind, or ice.
• Deposition is the laying down of eroded particles.
• The water cycle is the way that water moves around Earth in different forms.
• Renewable resources are natural resources that cannot be used up or that can be replaced.
• Nonrenewable resources are natural resources that can be used up or that cannot be easily replaced.

Updated Text: Preview the Topic
In this topic, students learn about patterns on Earth. First, in Experience 1, they learn about Earth's water cycle and differentiate between weather and climate. Then, in Experience 2, they identify the processes of weathering, erosion, and deposition. Finally, in Experience 3, they explore renewable and nonrenewable natural resources.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 3, Energy, and to Topic 1, Matter. Students can apply what they learned in Topic 1 about the physical states of matter (TEKS 4.6A) and what they learned in Topic 3 about the transfer of energy through waves (TEKS 4.8A) to what they are learning in Topic 5 about how erosion and weathering cause slow changes to Earth's surface (TEKS 4.10B).

PREVIEW ANCHORING PHENOMENON
Students watch and respond the Anchoring Phenomenon Video of a solarpowered device and differentiate between the parts that collect energy and the parts that use energy. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can sunlight power devices?

(head)Topic Readiness Test and Remediation

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

Teacher Background
Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Erosion is the process by which particles are broken away and removed by water, wind, or ice. Deposition is the laying down of eroded particles.
• The water cycle is the way that water moves around Earth in different forms.
• Renewable resources are natural resources that cannot be used up or that can be replaced.
• Nonrenewable resources are natural resources that can be used up or that cannot be easily replaced.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Updated Text: (updated example page)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

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

Location: Differentiated Instruction boxes

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 71

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the transfer of energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 169

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Before students read Energy and Ecosystems, have them make predictions about the types of living and nonliving things they might find in a wetlands ecosystem. Tell students that as they read the text, they should look for information that confirms their predictions. Point out that if the information does not confirm their predictions, they should correct their predictions for accuracy.

Updated Text: GUIDE STUDENT THINKING Before students read Energy and Ecosystems, have them make predictions about the types of living and nonliving things they might find in a wetlands ecosystem. Tell students that as they read the text, they should look for information that confirms or corrects their predictions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 20

Location: blue box

Original Text: Objective
Students will classify and describe matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas).

Updated Text: Objective
Students will construct graphic organizers to classify, describe and identify patterns of matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas).

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 124

Location: blue box

Original Text: Objective
Students will describe and
illustrate the continuous
movement of water
above and on the surface
of Earth through the
water cycle. Students will
explain the role of the
sun as a major source of
energy in the water cycle.
Students will differentiate

Updated Text: Objective
Students will describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle, using a model to support their ideas.

Students will identify the patterns in the water cycle and explain the role of the sun as a major source of energy in the water cycle. Students will differentiate between weather and climate.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Throughout Experience pages

Location: Side column

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 72

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Ask students to compare the sizes of the medium
rock, the pebble, and the marble. This will help them better analyze their results.

(1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Ask students to compare the sizes of the medium
rock, the pebble, and the marble. This will help them better analyze their results.
If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new second Differentiated Instruction note)
SPECIAL NEEDS For students who have difficulty working in groups, pair them with another student who is patient, a good listener, and who is able to help explain procedures clearly.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 172

Location: blue box

Original Text: Objective
Students will identify and

describe past environments
based on fossil evidence.

Updated Text: Objectives
Students will identify and describe past environments based on fossil evidence.

Students will identify and use patterns to identify what past environments looked like.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 23

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about solids, liquids, and gases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 127

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about the water cycle and weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 76

Location: blue box

Original Text: Objective
Students will identify
conductors and insulators
of thermal energy and
electrical energy.

Updated Text: Objective
Students will use tools to identify cause-and-effect relationships about conductors and insulators of thermal energy and electrical energy.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 175

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about fossils.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 28

Location: blue box

Original Text: Objectives Students will explain what mixtures and solutions are. Students will investigate and compare three types of mixtures, including solutions that are composed of liquids in liquids and solids in liquids. Students will demonstrate that matter is conserved when mixtures are formed.

Updated Text: Objectives Students will investigate and compare three types of mixtures, including solutions that are composed of liquids in liquids and solids in liquids. Students will use tools to observe, measure, test, and analyze information to identify patterns and demonstrate that matter is conserved when mixtures are formed.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 128

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely to achieve the desired results. Encourage students to use their Science Notebooks when making observations about their model. Have students communicate what they think will happen with their model.

(2 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely to achieve the desired results. Encourage students to use their Science Notebooks when making observations about their model. Have students communicate what they think will happen with their model. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new second Differentiated Instruction note)
SPECIAL NEEDS For students who need assistance with organizing their observations, have them record their observations in a circular sequence graphic organizer.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 79

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about conductors and insulators.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 177

Location: Guide Student Planning

Original Text: GUIDE STUDENT THINKING Before students read Fossils, have them make predictions about how scientists use fossils to learn about life in past environments. Tell students that as they read the text, they should look for information that confirms their predictions. Point out that if the information does not confirm their predictions, they should correct their predictions for accuracy.

Updated Text: GUIDE STUDENT THINKING Before students read Fossils, have them make predictions about how scientists use fossils to learn about life in past environments. Tell students that as they read the text, they should look for information that confirms or corrects their predictions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 80

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that a variable is a factor that can change. Explain to students that they will be controlling some variables and observing changes in one variable.
(1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students that a variable is a factor that can change. Explain to students that they will be controlling some variables and observing changes in one variable. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new second Differentiated Instruction note)
SPECIAL NEEDS Visually impaired students might have difficulty using tools that can be hard to read, such as a stopwatch. Pair the student with a sighted student so that student can read the measurement to the visually impaired student.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 182

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about organisms. First, in Experience 1, they investigate plant structure and function. Then, in Experience 2, they investigate physical traits of organisms. Students explore how different structures help organisms to survive in their environments.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of an agave plant. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does a plant have a growth spurt?

Updated Text: Preview the Topic
In this topic, students learn about organisms. First, in Experience 1, they investigate plant structure and function. Then, in Experience 2, they investigate physical traits of organisms. Students explore how different structures help organisms to survive in their environments.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned about plant structures and processes (TEKS 4.12A) to what they learn in Topic 7 about how structures and functions of plants help them survive (TEKS 4.13A).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of an agave plant. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does a plant have a growth spurt?

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

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 31

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 132

Location: blue box

Original Text: Objective
Students will identify the processes of weathering, erosion, and deposition, and define erosion and deposition. Students will model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.

Updated Text: Objective
Students will define renewable and nonrenewable resources and identify their advantages and disadvantages.

Students will also explain the role of energy resources in modern life and the cause-and-effect relationships of conservation, disposal, and recycling on the environment.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 84

Location: blue box

Original Text: Objective
Students will demonstrate
and identify that electrical
energy travels in a closed
path and can produce
light and thermal energy.

Updated Text: Objective
Students will develop and use models to demonstrate and identify that electrical energy travels in a closed path and can produce light and thermal energy.

Students will investigate how energy flows and matter cycles through systems and how matter is conserved.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 184

Location: Topic Planner

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 38

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn that forces are pushes or pulls that can make things move, change direction, or change shape. First, in Experience 1, students investigate forces that act on objects through direct contact. Then in Experience 2, they explore forces that act on an object at a distance.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to the Anchoring Phenomenon Video of a skateboarder moving across different surfaces. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, What happens when skateboards roll across different surfaces?

Teacher Background
Watch the Teacher Background Video Force and Motion to refresh your knowledge of topic content. Key concepts to support instruction of the topic:
• Pushes, pulls, and friction are contact forces that change the position of an object through direct contact.
• Friction pushes against an object to slow it or change its direction.
• Gravity and magnetism are noncontact forces that can change the position of an object at a distance, without direct contact.
• Stronger forces have a greater effect on the motion of objects than weaker forces do.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 135

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 87

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 188

Location: blue box

Original Text: Objective
Students will relate structure to function in organisms, explore structures and functions of plants, and explain how plant structures function to enable them to survive in their environment.

Updated Text: Objectives
Students will relate structure to function in organisms, explore structures and functions of plants.

Students will construct and use models to explain how plant structures function to enable them to survive in their environment.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 39

Location: minor column

Original Text: Home Connection
Contact Forces at Home Have students make a list of all contact forces that they observe at home. Students should record this information in their Science Notebooks. Provide students with
opportunities to share their observations with the class.

Updated Text: Home Connection

Contact Forces at Home Have students make a list of all contact forces that they observe at home. Students should record this information in their Science Notebooks. Provide students with opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 136

Location: Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they
follow the procedure closely and use materials as intended. Encourage them
to ask for assistance if they need help setting up the investigation. Encourage
students to draw what they think will happen to the objects before beginning the
experiment.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they
follow the procedure closely and use materials as intended. Encourage them
to ask for assistance if they need help setting up the investigation. Encourage
students to draw what they think will happen to the objects before beginning the
experiment.If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Overview

Location: minor column

Original Text: N/A

Updated Text: Topic Readiness Test and Remediation

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 88

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Ensure that students are familiar with the materials provided. Guide students to understand which materials are which, so they can follow the procedure accurately. Introduce them to a battery and ensure that they know that it has a positive and a negative connector. Ask:
• Which materials are you familiar with?
• Why is it necessary to complete all steps in the procedure?
• How will you know when you have created a circuit?
• What do you predict will happen to the light when your circuit is complete?
GUIDED INQUIRY PROCEDURE If students have difficulty building their model of a circuit, lay out the materials for them in the order in which they will be used. Then model the steps.
1. Place the light bulb in the light bulb holder.
2. Place the battery in the battery holder.
3. Connect one wire to one side of the light bulb holder.
4. Connect the other wire to the other side of the light bulb holder.
5. Connect one wire from the light bulb holder to the positive connector of the battery holder and the other wire to the negative connector.

(1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Ensure that students are familiar with the materials provided. Guide students to understand which materials are which, so they can follow the procedure accurately. Introduce them to a battery and ensure that they know that it has a positive and a negative connector. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• Which materials are you familiar with?
• Why is it necessary to complete all steps in the procedure?
• How will you know when you have created a circuit?
• What do you predict will happen to the light when your circuit is complete?

GUIDED INQUIRY PROCEDURE If students have difficulty building their model of a circuit, lay out the materials for them in the order in which they will be used. Then model the steps.

1. Place the light bulb in the light bulb holder and the battery in the battery holder.
2. Connect one wire to one side and the other wire to the other side of the light bulb holder.
3. Connect one wire from the light bulb holder to the positive connector of the battery holder and the other wire to the negative connector.

(new second Differentiated Instruction note)
CHALLENGE For students who need an additional challenge, consider asking them to draw their own open and closed circuits. Have students draw the arrows to show the flow of energy through each circuit. Ask students to determine when energy stops flowing in the open circuit.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 188

Location: Explore column of assets

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 44

Location: blue box

Original Text: Objective Students will plan and conduct an investigation to explore and demonstrate patterns caused by friction in contact with an object such as motion decreasing as friction increases.

Updated Text: Objective Students will use scientific practices to plan and conduct an investigation to explore and demonstrate patterns caused by friction in contact with an object, such as motion decreasing as friction increases. Students will analyze data by identifying any significant features, patterns, or sources of error.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 143

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: Optional Trade Books

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 94

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about Earth's patterns. First, in Experience 1, they

investigate the seasons, explore how the tilt of Earth's axis affects the seasons, and identify seasonal patterns such changes in temperature and the amount of daylight. Then, in Experience 2, students observe and analyze the phases of the moon to recognize patterns.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video showing phases of the moon. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you predict moon patterns?
Teacher Background
Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• A season is a time of year with a distinct pattern of temperature and daily sunlight.
• Earth's axis is an imaginary line from the North Pole to the South Pole through the center of Earth.
• The seasons show up differently in different parts of the world, but there are still seasonal distinctions. Places closest to the equator will experience a less drastic shift in seasons.
• Moon phases are how the moon appears to change shape based on how much of its lit surface we can observe from Earth.
• New moon, quarter moon, full moon, and third quarter moon are some wellknown moon phases.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Seasons result from Earth's distance from the sun. Explain to students that the seasons change because of the angle of Earth's tilt on its axis. When the North Pole is tilted toward the sun, the Northern Hemisphere gets more direct sunlight than when the North Pole is tilted away from the sun.
• Earth revolves around the sun daily. Advise students that a complete revolution around the sun takes Earth one year with many days of light and nights of dark.

Updated Text: Preview the Topic
In this topic, students learn about Earth's patterns. First, in Experience 1, they investigate the seasons, explore how the tilt of Earth's axis affects the seasons, and identify seasonal patterns such changes in temperature and the amount of daylight. Then, in Experience 2, students observe and analyze the phases of the moon to recognize patterns.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 2, Forces and Motion. Students can apply what they learned about forces (TEKS 4.7) to what they learn in Topic 4 about identifying sequences and patterns in seasons (TEKS 4.9A).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape?

(head)Topic Readiness Test and Remediation

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

Teacher Background
Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• The seasons show up differently in different parts of the world, but there are still seasonal distinctions. Places closest to the equator will experience a less drastic shift in seasons.
• Moon phases are how the moon appears to change shape based on how much of its lit surface we can observe from Earth.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
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As students explore the content, be attentive to common misconceptions that may arise and as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Seasons result from Earth's distance from the sun. Explain to students that the seasons change because of the angle of Earth's tilt on its axis. When the North Pole is tilted toward the sun, the Northern Hemisphere gets more direct sunlight than when the North Pole is tilted away from the sun.
• Earth revolves around the sun daily. Advise students that a complete revolution around the sun takes Earth one year with many days of light and nights of dark.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 191

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about plant structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 47

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about contact forces. Identify prior knowledge about contact forces.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 144

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that they need to use reliable sources when conducting research about a topic. Tell students that not every source of information they find will be reliable.

(1 Differentiated Instruction Note)

Updated Text: GUIDE STUDENT PLANNING Remind students that they need to use reliable sources when conducting research about a topic. Tell students that not every source of information they find will be reliable.If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(Addition second Differentiated Instruction Note)
CHALLENGE Have interested students find out what practices their community has in place for decreasing environmental impact. They can present the information they gather as a written report or as a visual such as a poster or digital slide show.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 150

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about ecosystems. First, in Experience 1, students identify producers, consumers, and decomposers and explain how plants can use energy and matter to create their own food. Next, in Experience 2, students describe the cycling of matter and the flow of energy through food webs. Finally, in Experience 3, students use fossil evidence to identify and describe past environments.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of a panda eating bamboo. As students progress through the Experiences, they will use

sense-making activities to help them answer the Anchoring Phenomenon question, How does a bamboo plant make food that pandas can eat?

Teacher Background
Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Animals and plants play important roles in maintaining an ecosystem.
• Certain animals and plants have developed the ability to adapt and thrive in changing ecosystems. Others perish or migrate to new locations.
• Carbon dioxide is a gas in the atmosphere that plants and other producers use to make their own food.
• Food webs are systems of interconnected food chains.
• Decomposers are organisms that break down dead plant and animal matter. They use matter and energy from waste and dead organism bodies.

Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Ecosystems do not change over time. Explain that there are several factors that cause ecosystems to change. These factors include environmental changes, such as drought or flooding, and human activity, such as clearing land for building.
• Producers are unable to defend themselves against consumers. Point out that many plants have natural defense structures, such as thorns and spikes or internal poisons intended to sicken, that protect them from consumers.
• Fossils are always the remains of an organism's body. Explain that fossils include imprints such as footprints or shapes left by the body of a plant or animal, and that all fossils provide evidence of life in the past.

Updated Text: Preview the Topic
In this topic, students learn about ecosystems. First, in Experience 1, students identify producers, consumers, and decomposers and explain how plants can use energy and matter to create their own food. In Experience 2, students describe the cycling of matter and the flow of energy through food webs. In Experience 3, students use fossil evidence to identify and describe past environments.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 5, Patterns on Earth. Students can apply what they learned in Topic 5 about the water cycle (TEKS 4.10A) to what they are learning in Topic 6 about cycling matter and producers (TEKS 4.12A). They can also apply what they learn about slow changes to Earth (TEKS 4.10B) in Topic 5 to what they learn in Topic 6 about past environments and fossils (TEKS 4.12C).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of a panda eating bamboo. As students progress through the Experiences, they will use

sense-making activities to help them answer the Anchoring Phenomenon question,
How does a bamboo plant make food that pandas can eat?

(head)Topic Readiness Test and Remediation

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

Teacher Background
Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Certain animals and plants have developed the ability to adapt and thrive in changing ecosystems. Others perish or migrate to new locations.
• Carbon dioxide is a gas in the atmosphere that plants and other producers use to make their own food.
• Decomposers are organisms that break down dead plant and animal matter. They use matter and energy from waste and dead organism bodies.

Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Ecosystems do not change over time. Explain that there are several factors that cause ecosystems to change. They include natural changes, such as drought or flooding, and human activity, such as clearing land to build.
• Fossils are always the remains of an organism's body. Explain that fossils include imprints such as footprints or shapes left by plant or animal parts, and that all fossils provide evidence of life in the past.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 100

Location: blue box

Original Text: Objective
Students will collect and analyze data to identify

sequences of change in
seasons, predict patterns
of change in seasons,
and connect Earth's
movement in space
to seasons.

Updated Text: Objective
Students will collect and analyze data to identify and develop explanations about sequences of change in seasons, predict patterns of change in seasons, and connect Earth's movement in space to seasons.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 192

Location: Differentiated Instruction

Original Text: Make Observations To help students prepare to compare the leaf coatings by touch and sight, spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how wet the paper towels look just by observing them.
Challenge For students who are ready for a challenge, have them wrap a leaf of a living plant in plastic wrap so that a small amount of air is trapped in the plastic wrap. Ask students to observe the plastic for several days to look for and explain any changes. Challenge students to explain the droplets that appear on the underside of the plastic wrap, conducting research to confirm their explanations.

Updated Text: STRIVING: Make Observations To help students prepare to compare the leaf coatings by touch and sight, spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how wet the paper towels look just by observing them.
CHALLENGE For students who are ready for a challenge, have them wrap a leaf of a living plant in plastic wrap so that a small amount of air is trapped in the plastic wrap. Ask students to observe the plastic for several days to look for and explain any changes. Challenge students to explain the droplets that appear on the underside of the plastic wrap, conducting research to confirm their explanations.
SPECIAL NEEDS Help students who would benefit from tactile experiences by having them compare leaf wetness by touch. Spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how each paper towel feels.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 52

Location: blue box

Original Text: Objective Students will plan and conduct an investigation to demonstrate the patterns of magnetism and gravity on objects.

Updated Text: Objective Students will plan and conduct an investigation to demonstrate the patterns of magnetism and gravity on objects. Students will use tools (including meter sticks) to observe, measure, test, and analyze their information. They will Identify and investigate cause-and-effect relationships to develop explanations and propose solutions.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 55

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about noncontact forces. Identify prior knowledge about magnetism.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 156

Location: blue box

Original Text: Objective
Students will identify
producers and consumers
and explain how most
producers make their own
food using sunlight, water,
and carbon dioxide.

Updated Text: Objective
Students will identify producers and consumers and explain how most producers make their own food using sunlight, water, and carbon dioxide. They make observations in an investigation and use it as evidence for their explanations.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 103

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about seasons.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 192

Location: bottom of major column

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 56

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record their observations with detailed descriptions and drawings. This will help them analyze their results and share them with other students. Ask:
• How does your drawing help you to construct your car?
• What variable can you change?
• What do you predict will happen?

GUIDED INQUIRY PROCEDURE To support students who are having difficulty preparing their materials for investigation, prepare the base for each model car that students will decorate, and then model these steps for student groups.
1. Insert a small dowel in both the front and back of a cardboard tube, halfway between the center point and bottom of the tube when lying horizontal.
2. Using the glue gun, attach a bottle cap to each end of the dowels.
3. Glue a magnet to the inside of the lower part of the front of the cardboard tube.
4. On the end of the large dowel, use the glue gun to attach a magnet so that the end of the dowel lies on the back of the magnet.
DIFFERENTIATED INSTRUCTION
Challenge For students ready for a challenge, have them apply their
observations from the STEAM Station to real-world situations. Invite students to draw diagrams showing how magnets could be used to control the movement of a monorail or rollercoaster car.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 159

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about organisms in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 104

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record or draw their observations for each part of the activity so they can form conclusions based on their observations. Encourage students to notice patterns in the way Earth's tilt affects the amount of sunlight in each hemisphere.

(2 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record or draw their observations for each part of the activity so they can form conclusions based on their observations. Encourage students to notice patterns in the way Earth's tilt affects the amount of sunlight in each hemisphere.
If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new third Differentiated Instruction note)
SPECIAL NEEDS SPECIAL NEEDS This activity is well suited for students who would benefit from tactile experiences. The students will be using a flashlight and a globe to model how Earth rotates around the sun.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 196

Location: blue box

Original Text: Objectives
Students will identify and compare inherited and acquired physical traits and explain how these traits help organisms survive in their environment.

Updated Text: Objectives
Students will identify and compare inherited and acquired physical traits of organisms.

Students will explore and communicate explanations of how different structures help organisms to survive in their environments.

Publisher: TPS Publishing

Science, Grade 4

Program: *STEAM into Science - Grade 4 Edition: TEKS*

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 4 Teacher Edition***

ISBN: 9781788057653

Link to Current Content:
View Current Content

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes
Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Assessment Guide - Grade 4 Teacher Edition*

ISBN: 9781788057714

Link to Current Content:
View Current Content

Current Page Number(s): Page 211

Location: Graphic

Original Text: N/A

Updated Text: Replace with sharper mage

Component: *Teacher Textbook - Grade 4 Science*

ISBN: 9781788057677

Link to Current Content:
View Current Content

Current Page Number(s): Page l

Location: Unit Column

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student develops evidence-based explanations andcommunicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student understands how natural resources are important and can bemanaged.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student develops evidence-based explanations andcommunicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.
Recurring themes and concepts. The student understands that recurring themes and conceptsprovide a framework for making connections across disciplines.
Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Grade 4 Science*

ISBN: 9781788057677

Link to Current Content:
View Current Content

Current Page Number(s): Page Lv

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student develops evidence-based explanations andcommunicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student understands how natural resources are important and can bemanaged.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student develops evidence-based explanations andcommunicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.
Recurring themes and concepts. The student understands that recurring themes and conceptsprovide a framework for making connections across disciplines.
Note: Content for TEKS 1 to 5 appears within all other Units.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 5

Program: *Texas ADI Learning Hub for Science, 5th Grade: TEKS*

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Secret Substances, Ideas stage

Link to Updated Content:

View Updated Content

Original Text: Pre-adoption Sample text

Updated Text: Updated text reflective of feedback from TRR process. Revised text to simplify discussion on physical properties and density. Added text on creating tables.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Hydroponics, Ideas Stage

Link to Updated Content:

View Updated Content

Original Text: Order of the ideas presented was:
1. Cause and Effect
2. The needs of Living Things
3.Plants and Plant Growth

Updated Text: Updated order of ideas in response to TRR feedback. The order of ideas presented is?:
1. The Needs of Living Things
2. Plants and Plant Growth
3. Cause and Effect
The text explaining each idea remains unchanged

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Trampoline Double Bounce, ideas stage, activity 3

Link to Updated Content:

View Updated Content

Original Text: Heading: Read about a final core idea you can use

Updated Text: Heading: Read about a third core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Sled Tug-o-War, Ideas Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: Heading: Read about a final core idea you can use

Updated Text: Heading: Read about another core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Mass and the State of Matter, Task Stage, Activity 3

Link to Updated Content:

View Updated Content

Original Text: The video you watched showed what can happen to a sample of matter, such as a piece of chocolate, when it changes temperature. In the video, the chocolate turned from a solid state to a liquid state when it reached a temperature of 90oF (32oC). All matter can change from a solid state to a liquid state like the chocolate did when it gets hot enough. Matter can also change from a liquid state to a solid state when it gets cold. Your goal in this investigation is to figure out if a sample of matter will become heavier, lighter, or stay the same weight when it changes from a solid state to a liquid state or a liquid state to a solid state. The guiding question of this investigation is:

Updated Text: The video you watched showed what can happen to a sample of matter, such as a piece of chocolate, when it changes temperature. In the video, the chocolate turned from a solid state to a liquid state when it reached a temperature of 90oF (32oC). All matter can change from a solid state to a liquid state like the chocolate did when it gets hot enough. Matter can also change from a liquid state to a solid state when it gets cold. Your goal in this investigation is to figure out what happens to the mass of matter when it changes state. It is possible that the mass can increase, decrease, or stay the same when matter changes from a solid state to a liquid state or a liquid state to a solid state. The guiding question of this investigation is:

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Mystery Mixtures, Ideas Stage, Activity 4

Link to Updated Content:

View Updated Content

Original Text: What is your biggest takeaway from this stage of the investigation?What is your biggest takeaway from this stage of the investigation?

Updated Text: What are your biggest takeaways from this investigation? You may want to mention ideas related to the properties of matter, mixtures, and how we can use tools to separate mixtures.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Leopard Images in a Mirror, Ideas Stage, Activity 1

Link to Updated Content:

View Updated Content

Original Text: Heading: Read about another core idea you can use

Updated Text: Read about a core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Leopard Images in a Mirror, Ideas Stage, Activity 3

Link to Updated Content:

View Updated Content

Original Text: Heading: Read about another core idea you can use

Updated Text: Read about a third core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Location: Shadows Throughout the Day, Ideas Stage, Activity 2

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: If there were any words that you are unfamiliar with in the reading, think about other words you know that are similar to the unfamiliar word. You can also use prior experiences with If there were any words that you are unfamiliar with in the reading, think about other words you know that are similar to the unfamiliar word. You can also use prior experiences with shadows in science to help understand the unfamiliar word. Add these new words to your handout as well. in science to help understand the unfamiliar word. Add these new words to your handout as well.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Mystery Mixtures, Plan Stage, Page 1

Link to Updated Content:

View Updated Content

Original Text: Forceps

Updated Text: Tweezers

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Location: Chihuahuan Desert Ecosystem, Do Stage, Information Cards

Link to Updated Content:

View Updated Content

Original Text: Typos in Card Designs. The following typos existed:
1. Texas Horned Lizard Card. Text read "Is able to shoot a stream of blood from its eye to dedend against preditors."
2. Coyote Card. Text read "They live in pack of up to 6 individuals."

Updated Text: Typos in Card Designs. The following corrections were made:
1. Texas Horned Lizard Card. Text read "Is able to shoot a stream of blood from its eye to defend against predators."
2. Coyote Card. Text read "They live in packs of up to 6 individuals."

Publisher: Savvas Learning

Science, Grade 5

Program: *Texas Experience Science Grade 5 (Print with digital): TEKS*

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 93

Location: Major column, starting at TEKS Practice

Original Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Using Information from the Text:
• Tell students that as they read a text, they should look for key ideas and important details. This information will help students understand what the text is mostly about, and students should take notes to keep track of the ideas.
• Instruct students to read a question on their TEKS Practice Activity and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to reread their notes and look back at the text, as needed, to make sure they clearly understand what the text is mostly about.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

• Suggest that students also highlight or underline important ideas and details in the text as they read to help them identify key ideas throughout the question and answer choices.
• As students complete pages in the workbook, remind them to make sure they understand both the question and the answer choices.
• When students determine the correct answers, have them explain how using information from the text helped them. Remind students that they can use the strategy of using information from the text on any quizzes or tests.

Updated Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Using Information from the Text:
• Tell students that as they read a text, they should look for key ideas and important details. This information will help students understand what the text is mostly about, and students should take notes to keep track of the ideas.
• Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to reread their notes and look back at the text to make sure they clearly understand what the text is mostly about.
• Suggest that students also highlight or underline important ideas and details in the text as they read to help them identify key ideas.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 187

Location: ELPS TARGETED SUPPORT

Original Text: Learning Strategies 1D, 1E Write the terms habitat, conservation, and pollution on the board and briefly define them. Guide students to internalize new vocabulary by using and reusing it in speaking and writing activities that build concept and language attainment.
• Beginning Draw a T-chart on the board with the headings beneficial and harmful. Display pictures of human activities that impact ecosystems and ask students to classify them as helpful or harmful. Record the activities in the T-chart based on the students' answers. Encourage students to speak using learning strategies by asking for assistance or by conveying ideas by using synonyms or descriptions for English words.
• Intermediate Have students orally complete these sentence frames with the words on the board: can be harmful to an ecosystem. can be beneficial to an ecosystem. Cutting down trees can destroy and decrease the health of an ecosystem.
• Advanced/Advanced High Have pairs of students take turns choosing a human activity and describing its impact on an ecosystem. Have the other student classify the activity as beneficial or harmful. Then have students work together to describe ways in which harmful impacts could be lessened.

Updated Text: Learning Strategies 1D, 1E Write the terms habitat, conservation, and pollution on the board and briefly define them. Guide students to internalize new vocabulary by using and reusing it in speaking and writing activities that build concept and language attainment.

• Beginning Display pictures of human activities that impact ecosystems and ask students to classify them as helpful or harmful verbally. Then have students demonstrate their understanding of a beneficial and a harmful activity by writing and completing this sentence frame: _____ is a _____ activity.
• Intermediate Have students orally complete these sentence frames with the words on the board: _____ can be harmful to an ecosystem. _____ can be beneficial to an ecosystem. Then have students use the terms beneficial and harmful to write new sentences.
• Advanced/Advanced High Have pairs of students take turns choosing a human activity and describing its impact on an ecosystem. Have the other student classify the activity as beneficial or harmful. Then have students work together to write a summary describing ways in which harmful impacts could be lessened.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 56

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to read all of the instructions before they begin so they understand the goal of the activity. Review the steps, and point out that students must first decide which variable to change. Explain to students that it is important to carefully record the change they make and the amount of force needed each time so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before each change.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to read all of the instructions before they begin so they understand the goal of the activity. Review the steps, and point out that students must first decide which variable to change. Explain to students that it is important to carefully record the change they make and the amount of force needed each time so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before each activity. If students need additional support, use the Extra Support Differentiated Instruction note below as scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 135

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about slow changes to Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 16

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their measurements and observations for each material so they can draw conclusions at the end. Encourage students to make predictions about what material will have the properties the company wants. Ask:
• What properties should Toy 1 have? Which material do you think will be best for Toy 1?
• What properties should Toy 2 have? Which material do you think will be best for Toy 2?

• How will you test the materials?
DIFFERENTIATED INSTRUCTION
Measuring Mass To reinforce understanding, model how to use a balance or scale to find an object's mass. If using a balance, model how to zero the balance by moving all the sliders to the left along the beams. Point out that the pointer is right at the zero line. Place a block on the balance platform. Ask What happened to the pointer? (It moved away from the zero line.) Model how to find the mass of the block by moving the sliders. Explain how to calculate the mass. If using a digital scale, point out how to tare the scale or how to zero
out the scale. Place a block on the balance pan and explain how to read the display.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 94

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about patterns related to Earth's rotation. First, in Experience 1, they demonstrate how Earth rotates on its axis and explain how this rotation is related to the day–night cycle and the appearance of the sun moving across the sky. Then, in Experience 2, students investigate how the movement of the sun across the sky causes changes in shadow positions and shape.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of shadows moving throughout the course of a day. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do shadows move?

Topic Readiness Test
Students answer questions to show what they already know about Earth and space by completing a printed or online Topic Readiness Test.

Teacher Background
Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Rotation is spinning in a circle around an axis. Earth completes one rotation about its axis every 24 hours.
• Earth's rotation causes the day–night cycle and the apparent movement of the sun across the sky.
• A shadow is a dark area formed when light is blocked by an object.
• As Earth rotates, sunlight strikes the surface of the planet at different angles. These different angles cause shadows to move throughout the day.

Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success!

Updated Text: Preview the Topic
In this topic, students learn about patterns related to Earth's rotation. First, in Experience 1, they demonstrate how Earth rotates on its axis and explain how this

rotation is related to the day–night cycle and the appearance of the sun moving across the sky. Then, in Experience 2, students investigate how the movement of the sun across the sky causes changes in shadow positions and shape.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to what they are learning about the motion of Earth in space in Topic 4 (TEKS 5.9).

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

Teacher Background
Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Rotation is spinning in a circle around an axis. Earth completes one rotation about its axis every 24 hours.
• As Earth rotates, sunlight strikes the surface of the planet at different angles. These different angles cause shadows to move throughout the day.

Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success!

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 189

Location: major column, starting at TEKS Practice

Original Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Unlocking the Data:
• Tell students that they will answer questions on a test based on data in graphs and tables. Make sure students understand that graphs are visual representations of data from tables.
• Instruct students to read a question on their TEKS Practice Activity and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to make sure they understand the kind of information that the graph or table contains. Students should look for mathematical relationships within the data.
• Students should read the title of the graph and any headings of columns and rows. If there is text that accompanies the graph, students should also think about how the text relates to the data.
• Once students have chosen an answer, they should look back at the graph or table to make sure there is evidence to support the answer they selected. Remind students that they can use the strategy of unlocking the data on any quizzes or tests that include graphs and tables.

Updated Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Unlocking the Data:
• Tell students that they will answer some test questions based on data in graphs and tables. Make sure students understand that graphs are visual representations of data from tables.
• Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, they should focus on the information in the graph or table. Students should look for mathematical relationships within the data.
• Students should read the title of the graph and any headings of columns and rows. Students should consider how any text relates to the data.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 57

Location: Literacy Station

Original Text: GUIDE STUDENT THINKING Identifying and evaluating important details in a text can help students determine key ideas. Have students use the key ideas and details in the text to answer these questions:

Updated Text: GUIDE STUDENT THINKING Identifying and evaluating important details in a text can help students determine key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 136

Location: major column, starting at SAFETY

Original Text: SAFETY Remind students to wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.
WHAT TO EXPECT Advance preparation is necessary for this activity. You will need to make drain holes in the pans. To save time, consider completing Steps 1–4 of the Hands-On Station Activity under Part 2: Investigate prior to starting. Students will model how running water affects land. They will record their observations on their Hands-On Station Activity.
GUIDE STUDENT PLANNING Point out that running water is the most common agent of weathering, erosion, and deposition. These processes have shaped and continue to shape Earth's landforms. As students conduct the investigation, encourage them to observe how running water changes the land. Facilitate a discussion about how energy and matter interact in this system

Updated Text: SAFETY Remind students to wear goggles and wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.
WHAT TO EXPECT Advance preparation is necessary for this activity. You will need to make drain holes in the pans. To save time, consider completing Steps 1–4 of the Hands-On Station Activity under Part 2: Investigate prior to starting. Students will model how running water affects land. They will record

their observations on their Hands-On Station Activity.
GUIDE STUDENT PLANNING Point out that running water is the most common agent of weathering, erosion, and deposition. These processes have shaped and continue to shape Earth's landforms. As students conduct the investigation, encourage them to observe how running water changes the land. Facilitate a discussion about how energy and matter interact in this system. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 20

Location: blue box

Original Text: Objectives
Students will compare and contrast matter according to its physical state. Students will illustrate how matter is made up of small particles.

Updated Text: Objective
Students will identify advantages and limitations of models to compare and contrast matter according to its physical state.

Students will identify and use patterns to explain and illustrate how matter is made up of small particles.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 23

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about solids, liquids, and gases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 100

Location: blue box

Original Text: Objective

Objectives
Students will demonstrate that Earth rotates on its axis once approximately every 24 hours. Students will explain how Earth's

rotation causes the
day–night cycle and the
appearance of the sun
moving across the sky.

Updated Text: Objectives
Students will demonstrate that Earth rotates on its axis once approximately every 24 hours.

Students will develop and use models to explain the cause-and-effect relationship of how Earth's rotation causes the day–night cycle and the appearance of the sun moving across the sky.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 190

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about the structures and behaviors that help organisms survive within their environments. First, in Experience 1, they analyze and explain how structures and their functions allow different species to survive in the same environment. Then, in Experience 2, they identify and explain how instinctual and learned behaviors increase organisms' chances of survival.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of newly hatched sea turtles crawling toward the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How does crawling help baby sea turtles in Texas?

Updated Text: Preview the Topic
In this topic, students learn about the structures and behaviors that help organisms survive within their environments. First, in Experience 1, they analyze and explain how structures and their functions allow different species to survive in the same environment. Then, in Experience 2, they identify and explain how instinctual and learned behaviors increase organisms' chances of survival.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned about organisms interact in ecosystems (TEKS 5.12A) to what they learn in Topic 7 about how structures and functions of different species help them survive (TEKS 5.13A).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of newly hatched sea turtles crawling toward the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How does crawling help baby sea turtles in Texas?

(insert new blue head)Topic Readiness Test and Remediation
Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): Topic Overview

Location: Standards list

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 137

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT
Reading 4C, 4D Guide students to use prereading supports to enhance and confirm comprehension.
• Beginning Have student pairs match the terms canyon, delta, and sand dune to images in the text that illustrate each type of landform.
• Intermediate Using illustrations from the text, have students locate in the text the key understandings about each type of landform.
• Advanced Have student pairs take turns reading a caption from a photo. Then have them tell how the picture helps them understand the text.
• Advanced High Have student pairs explain how the images support the text to provide additional or enhanced information about the formation of each landform.

Updated Text: ELPS TARGETED SUPPORT
Reading 4C, 4D Guide students to use prereading supports to enhance and confirm comprehension.

• Beginning As a prereading activity, display the pictures from the text and ask students to look for connections between the images in order to predict the topic of the reading. Have student pairs match the terms canyon, delta, and sand dune to images in the text that illustrate each type of landform.

• Intermediate Review the title and have students make predictions about the text as a prereading support. Using illustrations from the text, have students locate in the text the key understandings about each type of landform.

• Advanced As a prereading activity, give students five minutes to brainstorm ideas relating to the topic of the reading. Then give them another five minutes to organize their ideas and to form sentences. Once they have completed this, encourage them to get up and move around the room and share their ideas with other learners. During the reading, have student pairs take turns reading a caption from a photo. Then have them tell how the picture helps them understand the text.

• Advanced High As a prereading activity, share the question “What do you know about how Earth’s surface changes over time?” Give students 60 seconds to discuss the question with a partner. Have students find a new partner and repeat the process. Have student pairs explain how the images support the text to provide additional or enhanced information about the formation of each landform.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 157

Location: major column starting at TEKS PRACTICE

Original Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson

on the test-taking strategies of Anticipating the Answer or Using the Process of Elimination:
• Tell students that before they decide which of these strategies to use, they should read the question to determine whether it is asking about content they know well or content they do not know very well.
• Explain to students that when they know the content well, they can use the strategy Anticipating the Answer. Before looking at any of the answer choices, students should reread the question and try to answer it in their head. Then they should compare their own answer with the choices provided. Students may be able to quickly identify the correct choice this way. This strategy is especially useful for questions that test vocabulary.
• When students do not know the content very well, they can Use the Process of Elimination strategy to help them. Students should first look at each answer choice and remove the choices that are least likely to be correct. Once they have two answers left, they should reread the question and select the better of the two remaining choices.
• Remind students that many tests are timed, so for either strategy, students should be mindful of time management. They should not spend too long on any one question so that they are able to complete the whole test in a timely manner.

Updated Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategies of Anticipating the Answer or Using the Process of Elimination:

• Students can use the strategy Anticipating the Answer. After reading a TEKS Practice Test question but before looking at any of the answer choices, students should reread the question and try to answer it in their head. Then they should compare their own answer with the choices provided. Students may be able to quickly identify the correct choice this way. This strategy is especially useful for questions that test vocabulary.
• Students can also use the strategy Use the Process of Elimination. Students should first look at each answer choice and remove the choices that are least likely to be correct. Once they have two answers left, they should reread the question and select the better of the two remaining choices.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 24

Location: major column, starting with Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can produce meaningful models and draw conclusions at the end. Ask:
• What do you know about the properties of solids, liquids, and gases?
• What do you want to learn about from this investigation?
• How can making models help you understand more about the properties of solids, liquids, and gases?
DIFFERENTIATED INSTRUCTION
Model States of Matter To reinforce understanding, model using a graphic organizer. Draw a three-column chart with the

headings Solid, Liquid, and Gas on the board. Invite students to add examples of each state of matter to the chart. Ask What do you know about the properties of solids, liquids, and gases? Add student responses to the chart. Invite student volunteers to draw a representation of each state of matter showing that solids keep their shape, liquids take the shape of the container, and gases fill the container.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 102

Location: ELPS Targeted Support

Original Text: ELPS TARGETED SUPPORT
Listening 2I Write the terms model, rotation, and axis on the board. Read the words aloud and have students repeat after you. Guide students to respond to questions, as needed.
• Beginning Model using the words rotation and axis as you spin a globe. Then have students repeat the actions, using the same terms.
• Intermediate Display and read aloud these sentence frames for students to complete orally: A globe is a of Earth. To means to spin. Earth on its . Guide students to use forms of the word rotation, as needed, including rotate and rotates.
• Advanced Ask students questions for which the answers are the terms on the board. Then guide students to define each of the terms.
• Advanced High Have students discuss with a partner their observations of the video. Then have partners take turns asking questions about

Updated Text: ELPS TARGETED SUPPORT
Listening 2I Write the terms model, rotation, and axis on the board. Instruct students to repeat the words after you as you read the words aloud. Guide students to respond to increasingly complex directions as needed throughout the activity.
• Beginning Model using the words rotation and axis as you spin a globe. Verbally instruct students to repeat the actions when prompted with the terms rotation and axis. Monitor for the student's ability to follow your directions in order to complete the task.
• Intermediate Verbally instruct students to model the words rotation and axis using a globe. Monitor for student’s ability to follow your directions and use the globe to complete the task.
• Advanced Instruct students to physically demonstrate the terms rotation and axis using their bodies as models. Monitor for the student's ability to follow your direction of using their body as a model rather than a globe in order to complete the task.
• Advanced High Verbally instruct students to discuss with a partner their observations of the video. After the discussion, instruct partners to draw a model and label it with the words model, rotation, and axis. Monitor for the student's ability to follow your directions of discussing their observations and drawing a model in order to complete the task.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 196

Location: blue box

Original Text: Objective
Students will explain how structures and their functions allow different

species to survive in the
same environment.

Updated Text: Objectives
Students will explain how structures and their functions allow different species to survive in the same environment.

Students will use models to represent different mouth structures of animals in different environments and assess which structures work best for picking up food in each environment.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): N/A

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

Original Text: Initial list of TEKS standards

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

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 140

Location: blue box

Original Text: Objective

Objective
Students will model and
describe processes that
lead to the formation of
sedimentary rock and
fossil fuels.

Updated Text: Objectives
Students will model and describe processes that lead to the formation of sedimentary rock and fossil fuels.

Students will identify the advantages of modeling the formation of sedimentary rocks and fossil fuels.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 158

Location: Preview the Topic
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: Preview the Topic

In this topic, students learn about patterns, cycles, systems, and relationships within environments and ecosystems. First, in Experience 1, students describe how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Then, in Experience 2, students explain and predict how changes in an ecosystem can affect the cycling of matter and the flow of energy in a food web. Finally, in Experience 3, students describe a healthy ecosystem and explain how human activities can be beneficial or harmful to an ecosystem.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of animals crossing a wildlife bridge. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question How can animals live safely near roads in Texas?

Topic Readiness Test

Students answer questions to show what they already know about ecosystems by completing a printed or online Topic Readiness Test.

Teacher Background

Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

• An ecosystem consists of all the organisms living in a particular place as well as the nonliving parts of the environment.

• Biotic refers to the living or once-living parts of an ecosystem. Abiotic refers to the parts of an ecosystem that are nonliving and have never been living.

• A healthy ecosystem contains suitable types and amounts of biotic and abiotic factors needed to support the organisms that live there.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

• An ecosystem is simply a collection of organisms living together. Reinforce the concept that an ecosystem includes not only biotic and abiotic factors, but also the interactions between living and nonliving organisms in their environment.

• Organisms higher in a food web eat all the organisms lower in the food web. Explain that organisms higher in the food web may eat some, but not necessarily all, of the organisms below them in the web. For example, consumers at the top of a food web would not necessarily eat plants, and certainly not all plants.

Updated Text: Preview the Topic

In this topic, students learn about patterns, cycles, systems, and relationships within environments and ecosystems. First, in Experience 1, students describe how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Then, in Experience 2, students explain and predict how changes in an ecosystem can affect the cycling of matter and the flow of energy in a food web. Finally, in Experience 3, students describe a healthy ecosystem and explain how

human activities can be beneficial or harmful to an ecosystem.
(Insert new paragraph)As you progress through the topic, connect the activities back to Topic 3, Energy. Students can apply what they learned in Topic 3 about the transfer of energy within a system (TEKS 5.8A) to the flow of energy through ecosystem interactions in Topic 6 (TEKS 5.12B).
PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of animals crossing a wildlife bridge. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question How can animals live safely near roads in Texas?
Topic Readiness Test and Remediation
Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.
Teacher Background
Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• An ecosystem consists of all the organisms living in a particular place as well as the nonliving parts of the environment.
• A healthy ecosystem contains suitable types and amounts of biotic and abiotic factors needed to support the organisms that live there.
Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• An ecosystem is simply a collection of organisms living together. Reinforce the concept that an ecosystem includes biotic and abiotic factors, and the interactions between living and nonliving things in their environment.
• Organisms higher in a food web eat all the organisms lower in the food web. Explain that organisms higher in the food web may eat some, but not necessarily all, of the organisms below them. For example, consumers at the top of a food web would not necessarily eat plants.

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ISBN: 9781323223369

Current Page Number(s): 164

Location: blue box

Original Text: Objective
Students will observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem.

Updated Text: Objectives
Students will observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem.

Students will listen actively as the class compares terrarium designs and decides on one design the whole class could use to build a habitat for worms.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 28

Location: blue box

Original Text: Objectives
Students will compare the properties of substances before and after they are combined. They will demonstrate and explain that some mixtures maintain the physical properties of the individual substances mixed while others do not. Students will also demonstrate and explain that matter is conserved in mixtures and solutions.

Updated Text: Objectives
Students will use mathematical calculations to compare the properties of substances before and after they are combined. They will demonstrate and explain that some mixtures maintain the physical properties of the individual substances mixed while others do not.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 103

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about Earth's rotation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 199

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

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

Location: The TEKS box on the right
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*updated since previous report

Original Text: TEKS

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Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

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

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ISBN: 9781323223369

Current Page Number(s): 143

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 167

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the living and nonliving resources organisms need to survive in their ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 30

Location: ELPS Targeted Support

Original Text: Listening 2D Write property and mixture on the board and say the words. Have students repeat after you. Encourage students to monitor their understanding of spoken language and ask for clarification as needed.
• Beginning Have students write the words sand and iron on index cards. Then make simple statements that describe the properties of iron or sand before and after they are mixed. Have students hold up the index card to show which substance has that property.
• Intermediate Have students describe to a partner one property of iron or

sand before and after they are mixed. Then have students switch roles.
• Advanced Have student pairs take turns asking and answering questions about the properties of iron and sand before and after they are mixed.
• Advanced High Have students discuss their experiences with other mixtures that maintain the properties of their ingredients.

Updated Text: Listening 2D Write property and mixture on the board and say the words. Have students repeat after you. Monitor student understanding of vocabulary by asking questions.

• Beginning Model or list the properties of iron or sand. Ask simple yes/no questions to monitor if students can identify properties of metals.
• Intermediate Have students describe to a partner one property of iron or sand before and after they are mixed. After listening to a partner, monitor how students respond using the following sentence frames: I heard you say _____; I think ____ is an example of ____ because_____. Then have students switch roles.
• Advanced Have student pairs take turns asking and answering questions about the properties of iron and sand before and after they are mixed. As students listen to others, remind them to ask themselves questions such as: Do I understand what this person is saying? Monitor if a student knows what that word means.
• Advanced High Have small groups pantomime mixing and separating the sand and iron filings. Monitor how each student acts out the process, and have other students narrate the actions.

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Current Page Number(s): 104

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING
Remind students that it is important that they carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to think about the advantages and limitations of modeling the sun–Earth system before they begin.

Updated Text: GUIDE STUDENT PLANNING
Remind students that it is important that they carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to think about the advantages and limitations of modeling the sun–Earth system before they begin.If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

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ISBN: 9781323223369

Current Page Number(s): 204

Location: blue box

Original Text: Objectives
Students will identify and describe instinctual

and learned behaviors and explain how these behaviors increase organisms' chances of survival.

Updated Text: Objectives
Students will identify and describe instinctual and learned behaviors and explain how these behaviors increase organisms' chances of survival.

Students will explain how grouping and non-grouping behaviors impact the stability of a population of fish.

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ISBN: 9781323223369

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

Location: boxes

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 62

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students investigate and describe energy transformations in systems. Then, in Experience 2, students explore electrical energy in the context of circuits and energy transformation. Finally, in Experience 3, students explore and explain how light travels.

Topic Readiness Test
Students answer questions to show what they already know about energy by completing a printed or online Topic Readiness Test.

Teacher Background
Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Energy transformation refers to the change from one form of energy to another, such as the conversion of electrical energy to light energy.
• Reflection occurs when light bounces off of a surface.
• Refraction occurs when light passes through a type of material and changes direction.
• Absorption occurs when light is taken in by a material so that it is not reflected.

Updated Text: Preview the Topic
In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students investigate and describe energy transformations in systems. Then, in Experience 2, students explore electrical energy in the context of circuits and energy transformation. Finally, in Experience 3, students explore and explain how light travels.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 1 Matter and Topic 2 Forces and Motion. Students can apply what they learned in Topic 1 about materials that conduct or insulate electric energy (TEKS 5.6A) to what they learn in Topic 3 about the transformation of energy in systems and circuits. They can use what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to what they learn in Topic 3 about how complete circuits can transform energy into motion (TEKS 5.8B).

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

Teacher Background
Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Energy transformation refers to the change from one form of energy to another, such as the conversion of electrical energy to light energy. Refraction occurs when light passes through a type of material and changes direction. Absorption occurs when light is taken in by a material so that it is not reflected.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 148

Location: blue box

Original Text: Objectives
Students will explain that using natural resources has impacts on the environment and solutions such as conservation, recycling, and proper disposal reduce those impacts.
Students will design and explain a solution that reduces environmental impacts from using natural resources.

Updated Text: Objectives
Students will explain that using natural resources has impacts on the environment and solutions such as conservation, recycling, and proper disposal reduce those impacts.

Students will design and explain a solution that reduces environmental impacts from using natural resources.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 68

Location: blue box

Original Text: Objective
Students will investigate
and describe the
transformations of
energy in systems, such
as the transformation
of chemical energy to
electrical energy to light
energy in a flashlight.

Updated Text: Objectives
Students will investigate and describe the transformations of energy in systems, such as the transformation of chemical energy to electrical energy to light energy in a flashlight.

Students will develop and use models to examine and model the parts of a system, such as the transformation of chemical energy to electrical energy to light energy in a flashlight.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 151

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about conservation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 168

Location: major column, starting at WHAT TO EXPECT

Original Text: WHAT TO EXPECT Students will conduct research to determine what earthworms
need to survive. They will draw a design for a terrarium that will be an ecosystem
for earthworms and explain why specific items were included. Students will then
compare plans as a class and decide on one design the whole class could use to
build a small habitat for earthworms.
GUIDE STUDENT PLANNING Remind students that an ecosystem contains
both living and nonliving things. Point out that animals live in areas where the
temperature and moisture are suitable to their needs. Encourage students to
include these conditions in their research. Ask:
• Where do earthworms usually live?
• What are the characteristics of their natural habitat?
• What living and nonliving things do earthworms need to survive?
GUIDED INQUIRY PROCEDURE If students need help to design their ecosystem,
suggest these guided inquiry steps to model and support the inquiry process:
1. Place soil and sand in the container in alternating layers. Start with a layer of
sand on the bottom and finish with a layer of soil. Leave some empty space at
the top of the container for food items.

2. Spray the top of the container with water in a spray bottle so the air inside the
container stays humid. Continue spraying water on the soil until it is moist.
3. Place plant clippings or leaf litter on top of the soil.
4. Put a lid with holes in it on top of the container.
5. Store the terrarium in a well-lit space out of direct sunlight.
6. Using a spray bottle, add water to the habitat every few days so the soil stays moist.

Updated Text: WHAT TO EXPECT Students will conduct research to determine what earthworms
need to survive. They will draw a design for a terrarium ecosystem
for earthworms and explain their choices. Students will
compare plans and decide on one design the whole class could use.
GUIDE STUDENT PLANNING Remind students that an ecosystem contains living and nonliving things where temperature and moisture and suitable to their needs. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• Where do earthworms usually live?
• What are the characteristics of their natural habitat?
• What living and nonliving things do earthworms need to survive?
GUIDED INQUIRY PROCEDURE If students need help to design their ecosystem,
suggest these guided inquiry steps to model and support the inquiry process:
1. Place soil and sand in the container in alternating layers. Start with sand on the bottom and finish with soil. Leave empty space at the top for food items.
2. Spray the top of the container with water so the air inside the container stays humid. Spray until the soil is moist.
3. Place plant clippings on the soil. Put a lid with holes on the container.
4. Store the terrarium in a well-lit space out of direct sunlight.
5. Using a spray bottle, add water to the habitat every few days so the soil stays moist.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 31

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about mixtures and solutions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 105

Location: major column, starting at Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that readers summarize ideas
in a text to understand what they read. When readers summarize, they use their
own words to restate the main idea and key details in an order that makes sense.
Tell students that they can summarize as they are read or after they finish reading a
text. After reading, revisit sections of the Read About It and ask questions such as:

Updated Text: GUIDE STUDENT THINKING Explain to students that readers summarize ideas
in a text to understand what they read. Readers summarize using their own words to restate a main idea and key details in a way that makes sense.
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Tell students that they can summarize during or after reading a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration as they revisit the Read About It.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 207

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about animal behavior.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Throughout Experience pages

Location: Side column

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Overview

Location: minor column

Original Text: Topic Readiness Test

Updated Text: Topic Readiness Test and Remediation

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 71

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about how energy changes from one form to another and how it flows through a system.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 168

Location: DIFFERENTIATED INSTRUCTION

Original Text: STRIVING: Designing an Ecosystem To guide students in planning and designing an ecosystem, draw a T-chart on the board. Ask What do earthworms need to

survive? Have students share their research about the living and nonliving things earthworms need. Record students' answers on the board. Ask What type of container should we use? Facilitate a discussion about potential containers. Point out that the container should meet the air, moisture, and temperature needs of the worms. Remind students that the container should also allow for observation of the worms.

Updated Text: STRIVING: Designing an Ecosystem To guide students in planning and designing an ecosystem, draw a T-chart on the board. Ask What do earthworms need to survive? Have students share their research about the living and nonliving things earthworms need. Record students' answers on the board. Ask What type of container should we use? Facilitate a discussion about potential containers. Point out that the container should meet the air, moisture, and temperature needs of the worms. Remind students that the container should also allow for observation of the worms.
(add additional DI note)SPECIAL NEEDS To assist students with hearing disabilities, have each group display their proposed habitat for the class. As the groups orally describe their habitat, write key words from their explanation on the board.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 37

Location: TEKS Practice

Original Text: Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Looking for Picture Clues. When a question is accompanied by a graphic, students can practice this skill.
• Tell students that they can gather information from images, such as pictures, graphics, and other visuals, to help them answer questions and solve problems.
• Instruct students to read a question in their TEKS Practice Book and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look carefully at the image that goes with it. They should look for any captions and labels, which can provide clues for interpreting the image.
• After selecting an answer, remind students to look back at the image for evidence that supports the answer they chose.
• As students complete pages in the TEKS Practice Book, remind them to pay attention to images, as well as their labels and captions, that are used in both the question and the answer choices.
• When students determine the correct answers, have them explain how looking for picture clues helped them. Remind students that they can use the strategy of looking for picture clues on any quizzes or tests.

Updated Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Looking for Picture Clues.
• Tell students that they can gather information from images, such as pictures, graphics, and other visuals, to help them answer questions and solve problems.
• Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look carefully at the image that goes with it. They should look for any captions and labels, which can provide clues for interpreting the image.
• As students answer questions, remind them to pay attention to any images, labels, and captions.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 108

Location: blue box

Original Text: Objective

Students will explain how
Earth's rotation causes
the appearance of the
sun moving across, and
demonstrate how the
movement of the sun
across the sky causes
changes in shadow
position and shape.

Updated Text: Objective
Students will identify and use patterns to explain how Earth's rotation causes the appearance of the sun moving across the sky, and demonstrate how the movement of the sun across the sky causes changes in shadow position and shape.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 213

Location: major column, starting at TEKS Practice

Original Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying Key Words:
• Remind students that while every word on a test is important, some words are extra important. These are the key words.
• Instruct students to read a question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look for key words such as vocabulary words, repeated descriptive words, and any important science words.
• Suggest that students highlight or underline as they read to help them identify key words throughout the question and answer choices.
• As students practice the strategy remind them to pay attention to words that are used in both the question and the answer choices.
• When students determine the correct answers, have them explain how identifying the key words helped them. Remind students that they can use the strategy of identifying key words on any quizzes or tests.

Updated Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying Key Words:
• Remind students that while every word on a test is important, some words are extra important. These are the key words.
• Instruct students to read a question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look for key words such as vocabulary words, repeated descriptive words, and any important science words.

• Suggest that students highlight or underline as they read to help them identify key words throughout the question and answer choices.
• As students practice the strategy remind them to pay attention to words that are used in both the question and the answer choices.
• When students determine the correct answers, have them explain how identifying the key words helped them. Remind students that they can use the strategy of identifying key words on any quizzes or tests.

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Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: Optional Trade Books

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 72

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to read the procedure for an investigation before they begin. Read aloud the steps students should follow. Invite students to share questions they may have about the procedure.

(1 DIFFERENTIATED INSTRUCTION Note)

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to read the procedure for an investigation before they begin. Read aloud the steps students should follow. Invite students to share questions they may have about the procedure. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(aditional second DIFFERENTIATED INSTRUCTION note) SPECIAL NEEDS For students who have language impairments such as receptive disorders, they may not understand the connections between the vocabulary terms and the actual parts of the flashlight. These students may need a more kinesthetic approach. Have them hold each part of the flashlight as you ask:
Which part gives off light energy? (bulb)
Which part stores chemical energy? (battery)
Which parts carry electrical energy? (wires)

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 171

Location: ELPS TARGETED SUPPORT

Original Text: Reading 4C, Writing 5B Guide students to develop basic sight vocabulary used routinely in the Read About It text.
• Beginning Read the text on page 2 aloud to students and pause at the highlighted vocabulary words predator and prey. Ask yes/no questions about the words' meanings to ensure student understanding.
• Intermediate Have student pairs read aloud these sentence frames to demonstrate their understanding of the terms predator and prey:
A red-tailed hawk is a . Adult bats are the hawk's .

Updated Text: Reading 4C, Writing 5B Guide students to develop basic sight vocabulary used routinely in the Read About It text.
• Beginning Have students write the sentence frames and then in pairs read them aloud to demonstrate their understanding of the terms predator and prey: A red-tailed hawk is a _____. Adult bats are the hawk's _____. Then have students write a sentence with each word.
• Intermediate Read the text on page 2 aloud to students and pause at the highlighted vocabulary words predator and prey. Ask yes/no questions about the words' meanings to ensure student understanding. Have students write each vocabulary word and a definition. Then have students write a sentence with each word.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 38

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about force and motion. First, in Experience 1, students investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy. Then, in Experience 2, students investigate the effect of force on an object in a system.
PREVIEW ANCHORING PHENOMENON
Students watch and respond to the Anchoring Phenomenon Video of a rocket taking off, and then explore the effects of different forces on objects in a system to explain how a rocket lifts off the ground. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How does the rocket lift off the ground?
Topic Readiness Test
Students answer questions to show what they already know about force and motion by completing a printed or online Topic Readiness Test.
Teacher Background
Watch the Teacher Background Video Force and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• Equal forces have the same strength. Unequal forces have different strengths.
• Unequal forces can change an object's motion by causing it to speed up, slow down, change direction, change position, or stop.
• Some forces can move objects because they transfer energy to them.
• Mechanical energy is the sum of kinetic energy and potential energy.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 111

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about patterns and shadows.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

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Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Updated Text: (updated example page)

Component: *Grade 5 Digital Components*

ISBN: 9781428553811

Current Page Number(s): N/A

Location: SEPS and Themes Activity: Plan and Conduct an Investigation, page 4, 5 Graphic Organizers, B-C

Original Text: B. Explain how a bar graph could help someone analyze this data.
(answer in drawing space)Sample answer: A bar graph could show the final height of each plant. The x-axis would be the type of soil and the y-axis would be the final height of the plant. The tallest plant would have the tallest bar on the graph.

Updated Text: (Teacher Version)
B. Use the data you collected to construct a bar graph. Label your x-axis and y-axis.
(answer in drawing space)Sample Graph: Students should construct a bar graph that shows the final height of each plant. The x-axis should be labeled Type of Soil and the y-axis should be labeled Final Plant Height (cm). A bar should be drawn showing the final height of each plant.
C. How does the bar graph help you analyze your data?
Sample answer: The bar graph quickly shows me which plant is the tallest because I can see which plant has the tallest bar.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 76

Location: blue box

Original Text: Objective

Students will demonstrate
that electrical energy in
complete circuits can be
transformed into motion,

light, sound, or thermal energy and identify the requirements for a functioning electrical circuit.

Updated Text: Objectives
Students will demonstrate that electrical energy in complete circuits can be transformed into motion, light, sound, or thermal energy and identify the requirements for a functioning electrical circuit.

Students will use tools, including materials for building circuits, to observe, measure, test, and analyze information.

Students will examine and model the parts of a circuit.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 172

Location: blue box

Original Text: Objectives
Students will explain that changes can affect the matter and energy in an ecosystem. Students will predict how changes in the ecosystem will affect the cycling of matter and flow of energy in a food web.

Updated Text: Objectives
Students will explain that changes can affect the matter and energy in an ecosystem.

Students will predict how changes in the ecosystem will affect the cycling of matter and flow of energy in a food web.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 39

Location: minor column

Original Text: Home Connection
Identify Forces and Motion at Home Have students make a T-chart about forces and motion in their Science Notebooks. As students learn about forces and motion throughout the topic, encourage them to work with others at home to identify as many examples as they can of how equal forces and unequal forces affect motion. Provide students with opportunities to share their observations with the class.

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ISBN: 9781323223369

Current Page Number(s): 112

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about how they think the shadow will change before completing each part.

(1 Differentiated Instruction note)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to predict how they think the shadow will change before completing each part of the activity. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(additional second Differentiated Instruction note)
SPECIAL NEEDS For students who would benefit from tactile experiences, provide the hands-on materials to them. As you model how to set up the activity and demonstrate how to move the flashlight to model the movement of the sun in the sky, have students follow along using their set of materials.

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ISBN: 9781323223369

Current Page Number(s): 80

Location: Hands-On Station, SAFETY

Original Text: SAFETY Have students wear safety goggles and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Updated Text: SAFETY Have students wear safety goggles and gloves and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: New Content

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 78

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT
Listening 2D Have students monitor their understanding of spoken language and seek clarification as needed. Write battery, wires, bulb, and circuit on the board. Read the words aloud with students. Then model the demo again.
• Beginning Have students write the words on index cards, and place them near the corresponding parts of the circuit in the demo.
• Intermediate After students have described their observations, have them ask partners questions using the words battery, wires, bulb, and circuit.
• Advanced/Advanced High Have students use the words battery, wires, bulb, and circuit to discuss with a partner another way to build the circuit they observed.

Updated Text: ELPS TARGETED SUPPORT
Listening 2D Write battery, wires, bulb, and circuit on the board. Read the words aloud with students. Monitor their understanding by asking them what each word means. Then model the demo again.

• Beginning Use a diagram to model how a circuit works. Monitor how students are listening as you say battery, wires, bulb, and circuit. Have students write the words on index cards and place them near the corresponding parts of the circuit in the diagram.
• Intermediate Have students describe to a partner each part of the circuit. After listening to a partner, have students respond using the following sentence frames: I heard you say _____; I think this part of the circuit does ____ because _____. Then have students switch roles. Monitor their responses.
• Advanced/Advanced High Have students work in small groups to write a list of questions about things they don't understand about circuits. Monitor how students listen to other students and share their lists.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 175

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 44

Location: blue box

Original Text: Objective
Students will investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

Updated Text: Objective
Students will use scientific practices to plan and conduct a descriptive investigation and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

Students will identify cause-and-effect relationships to explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 117

Location: major column starting at TEKS PRACTICE

Original Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying the Sequence of Events:
• Tell students that some assessment items will require them to identify the correct placement of an event in a sequence of events.
• Explain to students that they should first try to recall as much of the entire sequence as they can before looking at the answer choices. They can begin to eliminate options that do not make sense.
• Students should also look for time-order words such as first, next, then, before, after, or finally to help them put the choices in event order. Writing numbers next to each answer choice can help students keep track of the events they have already sequenced.
• Remind students that they can use the strategy of identifying the sequence of events on any quizzes or tests.

Updated Text: TEKS Practice
Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying the Sequence of Events:
• Tell students that some assessment items will require them to identify the correct placement of an event in a sequence of events.
• Explain to students that after reading a TEKS Practice Test question, they should first try to recall as much of the entire sequence as they can before looking at the answer choices. They can begin to eliminate options that do not make sense.
• Students should also look for time-order words such as first, next, then, before, after, or finally to help them put the choices in event order. Writing numbers next to each answer choice can help students keep track of the events they have already sequenced.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 118

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about patterns and processes on Earth and natural resources. First, in Experience 1, they explain how the sun and the ocean interact in the water cycle and affect weather. Next, in Experience 2, they identify and model how Earth's surface changes. Then, in Experience 3, they describe and model processes that lead to the formation of sedimentary rock and fossil fuels. Finally, in Experience 4, they explore how using natural resources impacts the environment.
PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of snorkelers finding and removing trash from the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can we impact the environment in Texas?

Topic Readiness Test
Students answer questions to show what they already know about patterns on Earth by completing a printed or online Topic Readiness Test.

Teacher Background
Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• The water cycle is the way water moves around Earth in different forms. The sun provides energy that warms water, causing some water to evaporate into the atmosphere. Water falls back to Earth as precipitation.
• Weathering is the process by which Earth's surface is broken down into sediment. Erosion is the process by which sediment is removed from land. Deposition is the laying down of sediment.
• Sedimentary rocks are a type of rock that forms when many layers of sediment build up in one place and harden over a long period of time. Fossil fuels are substances formed from the remains of ancient organisms.

Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Experience a success!

Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Glaciers are the same as icebergs. Explain that glaciers are huge sheets of ice that move very slowly across land and contribute to the weathering and erosion of rocks in their path. Icebergs are large chunks of ice that may have been part of a glacier but have broken off and float in the ocean.
• Plastics are disposed of only on land and retain their original shape and size. Explain that plastic can be broken into smaller pieces and moved to
different locations, including bodies of water.

Updated Text: Preview the Topic
In this topic, students learn about patterns and processes on Earth and natural resources. First, in Experience 1, they explain how the sun and the ocean interact in the water cycle and affect weather. Next, in Experience 2, they identify and model how Earth's surface changes. Then, in Experience 3, they describe and model processes that lead to the formation of sedimentary rock and fossil fuels. Finally, in Experience 4, they explore how using natural resources impacts the environment.

(additional new paragraph)
As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to how forces cause change to Earth's surface in Topic 5 (TEKS

5.10C).

PREVIEW ANCHORING PHENOMENON
Students watch and respond to the Anchoring Phenomenon Video of snorkelers finding and removing trash from the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can we impact the environment in Texas?

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

Teacher Background
Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• The water cycle is the way water moves around Earth in different forms. The sun provides energy that warms water, causing some water to evaporate into the atmosphere. Water falls back to Earth as precipitation.
• Weathering is the process by which Earth's surface is broken down into sediment. Erosion is the process by which sediment is removed from land. Deposition is the laying down of sediment.

Teacher Prep
In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Experience a success!

Common Misconceptions
As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.
• Glaciers are the same as icebergs. Explain that glaciers are huge sheets of ice that move slowly across land and weather and erode rocks. Icebergs are large chunks of ice in the ocean that may have broken off from a glacier.
• Plastics are disposed of only on land and retain their original shape and size. Explain that plastic can be broken into smaller pieces and moved to different locations, including bodies of water.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 136

Location: Hands-On Station, SAFETY

Original Text: SAFETY Remind students to wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Updated Text: SAFETY Remind students to wear goggles and wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Component: ***Grade 5 Teacher Guide***

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Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: New Content

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 79

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the components of an electrical circuit and how they function.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 176

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully. Encourage students to make predictions about how changes in the ecosystem would affect the organisms that live there.
Ask:
• How might changes in water quality affect the health of animals that live in a coastal ecosystem?
• How could you model the flow of energy in a coastal ecosystem?
GUIDED INQUIRY PROCEDURE If students are struggling to design their model, suggest these guided inquiry steps to model and support the inquiry process:
1. Arrange the cards with the organisms that produce their own food at the bottom of the desk.
2. Place cards above other cards to show what organisms eat.
3. Attach yarn to the cards to show which organisms eat other organisms.
4. The cards should be arranged as follows, top to bottom: bull sharks; king mackerel and blackfin tuna; pink shrimp and copepods; diatoms and dinoflagellates.
DIFFERENTIATED INSTRUCTION
Developing Models To help students set up the activity, begin by placing the diatoms card at the bottom of the table or desk. Ask What organisms eat diatoms? Place the cards for pink shrimp and copepods above the card for diatoms, and model how to connect the cards with string. Ask What other organisms are producers? (dinoflagellates) Ask students where the card for dinoflagellates should be placed and which cards should be connected to it.

Updated Text: GUIDE STUDENT PLANNING Encourage students to make predictions about how changes in the ecosystem would affect the organisms that live there. If students need additional support, use

this scaffolding and guidance for just-in-time learning acceleration.
Ask:
• How might changes in water quality affect the health of animals that live in a coastal ecosystem?
• How could you model the flow of energy in a coastal ecosystem?
GUIDED INQUIRY PROCEDURE If students are struggling to design their model, suggest these guided inquiry steps to model and support the inquiry process: Arrange the cards so the organisms that produce their own food are at the bottom. Place organisms above the organisms they eat. Attach yarn between organisms and the organisms they eat.
DIFFERENTIATED INSTRUCTION
STRIVING: Developing Models To help students set up the activity, begin by placing the diatoms card at the bottom of the table or desk. Ask What organisms eat diatoms? Place the cards for pink shrimp and copepods above the card for diatoms, and model how to connect the cards with string. Ask What other organisms are producers? (dinoflagellates) Ask students where the card for dinoflagellates should be placed and which cards should be connected to it.
(add additional DI note)CHALLENGE Have interested students research an invasive species common in your area or in Texas. Have them find out how the species affected the natural food web in the area. They can present their information orally or in a visual presentation, such as a poster, presentation slides, or newspaper article.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 47

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about pattens of motion. Identify prior knowledge about the cause-andeffect relationship between forces and motion.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 48

Location: major column, starting with Guide Student Planning

Original Text: DIFFERENTIATED INSTRUCTION
Model Forces To reinforce understanding, model the forces on a marble at rest. Write the terms normal force, gravitational force, applied force, and frictional force on the board. Under the terms, draw a circle to represent a marble. Next to the circle, draw an upward arrow labeled “normal force” and a downward arrow labeled “gravitational force.” Point out that the arrows show equal forces acting in opposite directions so the marble is neither moving upward nor downward. Draw an arrow pointing to the right. Label the arrow “applied force.” Then guide students to describe how to represent a marble that is sitting still.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 124

Location: blue box
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: Objective

Students will explain how
the sun and the ocean
interact with the water
cycle and affect weather.
Water Cycle and Weather

Updated Text: Objectives
Students will explain how the sun and the ocean interact with the water cycle and affect weather.

Students will develop and use a model to identify patterns to explain the water cycle.

Component: *Grade 5 Teacher Guide*

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Current Page Number(s): 6

Location: Preview the Topic

Original Text: Preview the Topic
In this topic, students learn about matter. First, in Experience 1, students measure and observe physical properties of matter and compare and contrast matter based on its physical properties. Then, in Experience 2, students compare and contrast matter according to its physical state and illustrate how matter is made up of small particles. Finally, in Experience 3, students compare the properties of substances before and after they are combined into mixtures and solutions and demonstrate the conservation of matter.

PREVIEW ANCHORING PHENOMENON
Students watch and respond to a short Anchoring Phenomenon Video of the mixing of colored water and cornstarch. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is this mixture different from its parts?
Topic Readiness Test
Students answer questions to show what they already know about matter by completing a printed or online Topic Readiness Test.
Teacher Background
Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:
• A conductor is a material through which electrical energy can move easily.
• An insulator is a material through which electrical energy cannot move easily.
• Particles are the tiny parts that make up matter and are invisible to the naked eye.
• Matter can change form through physical or chemical changes, but it cannot be created or destroyed.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 80

Location: major column, starting at SAFETY

Original Text: SAFETY Have students wear safety goggles and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education

Agency–approved safety standards.
WHAT TO EXPECT Students design and build two different circuits that will both light up two LED bulbs. Encourage groups to talk to other groups to share ideas and get help. As needed, assist students with building a series circuit and a parallel circuit.
GUIDE STUDENT PLANNING Explain to students that it is useful to draw a plan for the two circuits before they begin to ensure that their circuits are different.
GUIDED INQUIRY PROCEDURE If students are having difficulty designing their circuits, suggest these steps to model and support the inquiry process:
1. Use the alligator clips to connect the ends of the wires to the battery.
2. Follow your plan to arrange the 2 LED bulbs to form a series circuit and attach the wires to the bulbs. Note if both bulbs light up. Revise the design if needed and record observations in the activity.
3. Record the diagram of the successful set up in the activity. Include labels for the bulbs, batteries, and wires.
4. Use the plan to rearrange the 2 LED bulbs to form a parallel circuit and attach the wires to the bulbs. Note if both bulbs light up. Revise the design if needed and record observations in the activity.
5. Repeat Step 3.

(1 DIFFERENTIATED INSTRUCTION Note)

Updated Text: SAFETY Have students wear safety goggles and gloves and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.
WHAT TO EXPECT Students design and build two different circuits that light up two LED bulbs. Encourage groups to talk, share ideas, and get help. As needed, assist students with building a series circuit and a parallel circuit.
GUIDE STUDENT PLANNING Explain to students that it is useful to draw a plan for the two circuits before they begin to ensure that their circuits are different.
GUIDED INQUIRY PROCEDURE If students need additional support designing their circuits, use this scaffolding and guidance for just-in-time learning acceleration to model.
1. Use the alligator clips to connect the ends of the wires to the battery.
2. Follow your plan to arrange the 2 LED bulbs to form a series circuit. Attach wires to the bulbs. Record observations. Revise the design if needed.
3. Record the diagram of the successful set up in the activity. Include labels for the bulbs, batteries, and wires.

(aditional second DIFFERENTIATED INSTRUCTION note) CHALLENGE Ask students who need a challenge to answer these questions how electrical energy can be transformed into light, motion, sound, or thermal energy: What happens when the light switch is off? What does that tell you about the electrical circuit? What happens when the light switch is turned on? What is the role of the switch in the system?

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 177

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that asking questions before, during, and after reading can help them better understand a text. Before they read, have students generate questions about the text and write them in their Science Notebooks. After reading, ask students to write questions they would like to investigate further. Have students ask themselves questions such as these during reading:

Updated Text: GUIDE STUDENT THINKING Explain to students that asking questions before, during, and after reading can help them better understand a text. Have students generate questions about the text. After reading, have students write questions they want to investigate. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Students can ask:

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 49

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Remind students that connecting ideas from a text to their own lives can help them understand what they read. When students summarize Patterns of Motion, be sure they restate the central, or main, idea and details in an order that makes sense. Encourage students to use the vocabulary terms equal forces and unequal forces in their summaries.

ELPS TARGETED SUPPORT
Reading 4D Read aloud the text with beginning and intermediate language learners. Use prereading supports, as needed, to enhance comprehension. Point out that the Spanish cognate for equal is igual.
• Beginning Read aloud page 3 of the text with students, pointing out the words equal and unequal. Then draw two identical circles. Write equal below the circles. Then, draw one small and one large circle. Write unequal below the circles. Ask students to point to the two sets of circles and read the labels.
• Intermediate Provide the following sentence frames for students to complete and read aloud: Equal means the _____ number or size. Unequal means a _____ number or size.
• Advanced/Advanced High Have student pairs summarize the Read About It and take turns describing the strength of equal forces and unequal forces.

Updated Text: GUIDE STUDENT THINKING Remind students that connecting ideas from a text to their own lives can help them understand what they read. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. When students summarize Patterns of Motion, be sure they restate the central, or main, idea and details in an order that makes sense. Encourage students to use the vocabulary terms equal forces and unequal forces in their summaries.

ELPS TARGETED SUPPORT
Reading 4D Read aloud the text with beginning and intermediate language learners. Use prereading supports, as needed, to enhance comprehension. Point out that the Spanish cognate for equal is igual.
Beginning Review the title, subheads, and captions in the reading, and have students make predictions about the text as a prereading support. Read aloud page 3 of the text with students, pointing out the words equal and unequal. Then draw two identical circles. Write equal below the circles. Then, draw one small and one large circle. Write unequal below the circles. Ask students to point to the two sets of circles and read the labels.
Intermediate As a prereading activity, display the pictures from the text and ask students to make predictions about the reading. Have student pairs discuss and explain their predictions. Provide the following sentence frames for students to complete and read aloud: Equal means the _____ number or size. Unequal means a _____ number or size.
Advanced/Advanced High As a prereading activity, activate student prior knowledge by having student pairs discuss what they already know about forces, what new information they want to learn from the text, and how they have used forces

in their lives. Have student pairs summarize the Read About It and take turns describing the strength of equal forces and unequal forces.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 127

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the water cycle and weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 7

Location: minor column

Original Text: Home Connection
Identify Properties of Matter Have students make a T-chart in their Science Notebooks about properties of matter. As students learn about matter throughout the topic, encourage them to work with others at home to identify as many examples of matter as they can and to measure, test, and describe the physical properties of the objects, mixtures, and solutions. Provide students with opportunities to share their observations with the class.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 84

Location: blue box

Original Text: Objective

Students will demonstrate
and explain that light
travels in a straight line
and can be reflected,
refracted, and absorbed.

Updated Text: Objectives
Students will demonstrate and develop explanations that light travels in a straight line and can be reflected, refracted, and absorbed.

Students will use scale, proportion, and quantity to describe, compare, or model how light travels in a straight line and can be reflected, refracted, and absorbed.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 179

Location: ELPS TARGETED SUPPORT

Original Text: Learning Strategies 1F, Listening 2I Have students demonstrate listening comprehension by summarizing information about organisms and food chains.
• Beginning Ask simple yes/no questions about the interactions between organisms in the food chain. Further, encourage students to use accessible language as they are able.
• Intermediate Have students summarize the interactions between the organisms in the food chain to a partner. Students should use the words producer, consumer, and decomposer in their sentences. Then have students switch roles.
• Advanced Have students discuss with a partner the cycling of matter through the food web. Students should demonstrate understanding of the terms producer, consumer, and decomposer in their sentences.
• Advanced High Have students take turns summarizing a specific change in the food web and how that change would affect the flow of energy through the ecosystem.

Updated Text: Learning Strategies 1F, Listening 2I Display a simple food chain or food web. Have students demonstrate listening comprehension by following increasingly complex directions as needed throughout the summarizing activity about organism interactions.

• Beginning Instruct students to point to producers, consumers, and decomposers when prompted. Further, encourage students to use accessible language as they are able. Monitor for the student's ability to follow your directions in order to complete the task.
• Intermediate Instruct students to write the letter “P" beside producers, the letter “C” beside consumers, and the letter “D” beside decomposers on the model. Monitor for the student's ability to follow your directions in order to correctly label all of the organisms present.
• Advanced Verbally instruct students to choose three colors with which to represent producers, consumers, and decomposers. Instruct students to create a legend that explains what each color will represent (for example, green may represent producers). After students have created a legend, instruct students to circle the producers, consumers, and decomposers in their chosen colors. Monitor for the student's ability to follow your directions in order to create the legend and circle the correct organisms.
• Advanced High Verbally instruct students to draw one additional producer, consumer, and decomposer on the food web, label each organism accordingly, and include arrows indicating the flow of energy to and from each additional organism. Monitor for the student's ability to follow this complex set of directions in order to complete the complex task provided.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 180

Location: blue box

Original Text: Objectives
Students will describe a healthy ecosystem and how human activities can be harmful and beneficial to an ecosystem.

Updated Text: Objectives
Students will describe a healthy ecosystem and how human activities can be harmful and beneficial to an ecosystem.

Students will identify and investigate cause-and-effect relationships to explain the impacts of habitat preservation versus habitat fragmentation.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 52

Location: blue box

Original Text: Objective
Students will design a simple experimental investigation that tests
the effect of force on an object in a system.

Updated Text: Objectives
Students will design a simple experimental investigation that tests the effect of force on an object in a system and communicate explanations and solutions individually and collaboratively.

Students will identify cause-and-effect relationships to explain the effect of force on an object in a system.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 131

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT
Learning Strategies 1E, 1F, Speaking 3D Draw a water cycle diagram on the board. Write the terms condensation, evaporation, and precipitation next to the diagram. Guide students to internalize the vocabulary words by using and reusing them orally to build concept and language attainment.
• Beginning Have students use words that they already know along with pictures to explain the meanings of the words condensation, evaporation, and precipitation.
• Intermediate Ask questions about the diagram, using the words condensation, evaporation, and precipitation. Have students answer using words they already know as well as the terms on the board in order to internalize the vocabulary.
• Advanced Have students give oral definitions of the terms condensation, evaporation, and precipitation, using words they already know.
• Advanced High Have students work independently to define the words condensation, evaporation, and precipitation. Then have partners compare their definitions and tell how the words are related.

Updated Text: ELPS TARGETED SUPPORT
Learning Strategies 1E, 1F, Speaking 3D Draw a water cycle diagram on the board. Write the terms condensation, evaporation, and precipitation next to the diagram. Guide students to internalize the vocabulary words by using and reusing them orally to build concept and language attainment.

• Beginning Have students use words that they already know along with pictures to explain the meanings of the words

condensation, evaporation, and precipitation. Have students demonstrate understanding of the terms by drawing pictures and writing the words next to them.
• Intermediate Ask questions about the diagram, using the words condensation, evaporation, and precipitation. Have students answer using words they already know as well as the terms on the board in order to internalize the vocabulary. Have students write their own definitions for the new vocabulary.
• Advanced Have students give oral definitions of the terms condensation, evaporation, and precipitation, using words they already know. Have students write their own definitions for the new vocabulary and compare them to definitions in a dictionary.
• Advanced High Have students work independently to write definitions for the words condensation, evaporation, and precipitation. Then have partners say what they wrote to compare their definitions and tell how the words are related.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 12

Location: blue box

Original Text: Objectives
Students will measure and observe physical
properties. Students will compare and contrast matter based on physical properties.

Updated Text: Objective
Students will work with phenomena, hands-on and literacy stations, and key ideas to measure and observe physical properties of matter and compare and contrast matter based on its physical properties.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 87

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about light.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 183

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge
about human impact on ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 55

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about equal and unequal forces.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 132

Location: blue box

Original Text: Objective

Students will model and identify how changes to Earth's surface by wind, water, or ice result in the formation of deltas, canyons, and sand dunes.
Slow Changes to Earth

Updated Text: Objectives
Students will model and identify how changes to Earth's surface by wind, water, or ice result in the formation of deltas, canyons, and sand dunes.

Students will identify and investigate the cause-and-effect relationship between running water and changes to Earth's land.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 15

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 88

Location: major column, starting at Guide Student Planning

Original Text: Explain to students that it is useful to read the procedure for an investigation before they begin. Review the steps students should follow. Invite students to share questions they may have about the procedure. Encourage students to make predictions about how they think the different materials will affect the path of light.

(1 Differentiated Instruction note)

Updated Text: If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration: Explain to students that it is useful to read the
procedure for an investigation before they begin. Review the steps students
should follow. Invite students to share questions they may have about the
procedure. Encourage students to make predictions about how they think the
different materials will affect the path of light.

(additional second Differentiated Instruction note)
CHALLENGE While completing the Hands-On Station, encourage these students to predict how different materials will affect the path of light. During each test, ask students to describe the path of light.

Publisher: TPS Publishing

Science, Grade 5

Program: *STEAM into Science - Grade 5 Edition: TEKS*

Component: *Teacher Textbook - Grade 5 Science*

ISBN: 9781788057769

Link to Current Content:
View Current Content

Current Page Number(s): Page l

Location: Unit Column

Original Text: Unit 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.
The student understands that recurring themes and concepts provide a framework for making connections across disciplines

Updated Text: Unit 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.
The student understands that recurring themes and concepts provide a framework for making connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.
Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Grade 5 Science*

ISBN: 9781788057769
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Link to Current Content:
View Current Content

Current Page Number(s): Page lv

Location: Text

Original Text: Unit 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.
The student understands that recurring themes and concepts provide a framework for making connections across disciplines

Updated Text: Unit 1 – Scientific and Engineering Practices
The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.
The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.
The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.
The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.
The student understands that recurring themes and concepts provide a framework for making connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 5 Teacher Edition***

ISBN: 9781788057745

Link to Current Content:
View Current Content

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes
Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: ***Assessment Guide - Grade 5 Teacher Edition***

ISBN: 9781788058117

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Link to Current Content:
View Current Content

Current Page Number(s): Page 282

Location: Question 1

Original Text: 1. Fossil fuels such as coal, oil or wood are finite resources. What are the implications of this statement?

Updated Text: 1. Fossil fuels such as coal and oil are finite resources. What are the implications of this statement?

Component: *Assessment Guide - Grade 5 Teacher Edition*

ISBN: 9781788058117

Link to Current Content:
View Current Content

Current Page Number(s): Page 222

Location: Question 1

Original Text: 1. Why do some materials block light, while other materials let light through?

Updated Text: 1. Why do some materials block light travel, while other materials let light travel through?

Publisher: Green Ninja

Science, Grade 6

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Teacher Portal*

ISBN: 9781948845663

Link to Current Content:
View Current Content

Location: Standards alignment for each lesson component

Original Text: new alignment

Updated Text: Additional lessons are aligned to process standards

Component: *Online Teacher Portal*

ISBN: 9781948845663

Link to Current Content:
View Current Content

Location: First two sections

Link to Updated Content:

View Updated Content

Original Text: We at Green Ninja are very excited to welcome you to our Grade 6 curriculum for Texas! Our materials are designed around the updated TEKS and ELPS. We take to heart the notion that giving students opportunities to work on real-world problems can promote science learning and student engagement and a full description of the research behind the curriculum and the instruction design is provided at https://www.greenninja.org/texas/. The core of the curriculum is

helping to make science fun and interesting for students. Student motivation is a critical component of learning, so our goal is to help teachers make their classes as engaging for students as possible. We recognize that beginning to teach a new curriculum is not always a smooth process, so we've tried to make this shift to new territory as easy as possible. If you have any questions or comments, urgent or non-urgent, or anywhere in between, please send us a message (e.g., via the Contact Us button on each webpage or email at contact@greenninja.org).

Grade Storyline
The theme for Grade 6 is Earth Systems. A brief outline of the year-long sequence of units and the associated culminating experiences is provided below.

The year begins with Unit 1, Minerals, where students learn about the components of a smartphone by dismantling one and learning where the parts came from. They build an awareness of the increased use of Earth,Äôs resources in smartphones in order to meet the growing demand. They discover how the periodic table is organized and then explore the physical properties of elements used in smartphones. The formation of rocks is seen to be a continuous cycle using materials from deep inside the Earth. The culminating project asks students to design a more sustainable smartphone.

In Unit 2, Ecosystems, moves on to focus on living things and how they interact with the Earth systems around them. A personal ecosystem study location will provide students with the opportunity to be a real ecologist, learning about one small ecosystem by making observations over time, and collecting and analyzing data. Students will also observe how a change in one part of a system can affect other parts of the system. The Carbon Command game shows how the atmosphere, oceans, land surface, and ice are all interacting systems. The importance of traits and variation to survival will also be observed. In the culminating project, students write letters of thanks to local managers of their particular ecosystem study location.

Reducing Pollution and Waste is Unit 3. The start of the unit focuses on trash going into landfills and students begin a personal trash diary. This gives them real data to use when planning how to reduce the amount of trash they generate. Pollution is detrimental in many ways ,Äî in this unit cell theory shows how pollution travels through a watershed, and ultimately enters plants. In the culminating project, students suggest an action plan to reduce pollution and waste thus keeping the environment healthy.

Earth From Space is Unit 4 where students begin with a broad view of Earth from a distance, and then bring that view closer to Earth itself to see how Earth's landscape has been changed by human consumption. Students will learn about waves as they consider satellites and the data they provide. Earth's resources are not infinite so students research how resources can be managed sustainably not only for today but for the future. The culminating project is the design of an infographic to educate others on reducing ecologlcal footprints.

Updated Text: We are excited to welcome you to our Grade 6 curriculum for Texas! Green Ninja,Äôs approach learning uses a storyline model where each unit begins with a locally relevant, real-world challenge and culminates in a project in which students showcase how they meet the challenge using the science they've learned in the unit. This is what drives student learning.

As students proceed through the lessons, they'll use various scientific and engineering practices (SEPs) and recurring themes and concepts (RTCs) to help students build a cohesive understanding of science and the core ideas. Additionally, our curriculum meets all English Language Proficiency Standards (ELPS) to ensure that all learners have the opportunity to succeed.

We want to make your teaching experience a success and are here to support you. If you have questions or comments, urgent or non-urgent,Äîor anywhere between,Äîplease send us a message via the ,ÄòContact Us,Äô button on each webpage or email us at contact@greenninja.org).

Grade Storyline

Each integrated grade level of the Green Ninja Middle School program has a theme, and the theme for Grade 6 is Earth Systems. Unit 1, Minerals, focuses on the geosphere, including the rock cycle and Earth,Äôs layers. Unit 2, Ecosystems, expands to include the biosphere and how living things interact in their environment. Unit 3, Reducing Pollution and Waste, follows pollution and trash through different Earth systems including the geosphere, hydrosphere, and biosphere. The final unit, Earth from Space, looks at the Sun-Earth-Moon system to understand phenomena such as tides and seasons.

We like to think of each unit as a student journey. The journey begins with a challenge,Äîa real-world, locally relevant problem that students are tasked with solving. Students proceed through their journey as they learn the core knowledge through scientific and engineering practices and by utilizing recurring themes and concepts,Äîthe three components of the TEKS. The end of the journey is the culminating project, where students showcase how they met the unit challenge. The unit challenge, culminating in an end-of-unit project, is what drives students learning.

Here is a brief outline of the units in Grade 6:

Publisher: Savvas Learning

Science, Grade 6

Program: *Texas Experience Science Grade 6 (Print with digital): TEKS*

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 180

Location: Everyday Phenomenon Activity, first paragraph

Original Text: You will find an editable/printable version of this activity online and also in the Experience Science Activity Companion. Students develop a model to explain why the hot springs are hot. They use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Photo as preliminary evidence. Remind students that when they initially draw their models, they are not expected to know the correct answer. They will revise this model throughout the Topic as they gather new information and evidence.

Updated Text: You will find an editable/printable version of this activity online and also in the Experience Science Activity Companion. Students develop a model to explain why the hot springs are hot. They use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Photo as preliminary evidence. Remind students that when they initially draw their models, they are not expected to know the correct answer. They will revise this model at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 245

Location: Revisit Anchoring Phenomenon

Original Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that designing processes that generate energy from waste is an example of how design can help manage resources, since most of the waste we generate goes into landfills and can pollute the air, water,

and land.
Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during the Experience.

Updated Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that construction that uses technologies and methods that increase energy efficiency help to manage resources. Students may also note that the trees growing on balconies of the Bosco Verticale building help to conserve energy by creating shade to cool the building without requiring energy.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during the Experience.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 26

Location: Objectives section top of page

Original Text: Objective
Students explore the physical properties of matter, compare densities of substances, and differentiate between pure substances and types of mixtures.

Student compare the relative densities of various fluids.

Updated Text: Objectives

Students will use appropriate tools to investigate the physical properties of matter, compare densities of substances, and differentiate between pure substances and types of mixtures.

Students will compare the relative densities of various fluids to identify patterns and analyze how differences affect a system's structure or performance.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 284

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence-Reasoning framework

Updated Text: Students develop explanations to

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 397

Location: Academic Vocabulary

Original Text: Read the following sentence and then write a sentence using the term advantage.

Updated Text: Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 185

Location: Exit Ticket

Original Text: As an alternative exit ticket, ask students the following questions:
1. Suppose we had an instrument that could explore all layers of Earth. The probe is descending, moving down, from Earth's crust to the inner core. What sort of changes in density would the probe detect going from one layer to the next? (The probe would detect increasing density.)
2. Is the change in density similar to the changes in heat and pressure? Explain. (Yes. Temperature, pressure, and density all increase the farther down you go, or the closer you get to the inner core.)

Updated Text: Alternative Exit Ticket Ask students to put their thumbs up if the answer is increasing or put their thumbs down if the answer is decreasing.

When going from the crust to the mantle, to the outer core, and then the inner core temperature _____. (thumbs up for increases)

When going from the innermost layer of Earth to the outermost layer of Earth, pressure _____. (thumbs down for decreases)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 28

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 285

Location: Hands-On Lab

Original Text: N/A

Updated Text: Guided Lab Materials sheet with 9 images, scissors, tape or glue, pencil

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 64

Location: Objectives

Original Text: Students will Identify types of forces and explore how they act on objects using real-world applications.

Updated Text: Students will identify types of forces and use models to investigate how they act on objects using real-world applications. Students will investigate cause-and-effect relationships, and communicate explanations individually and collaboratively in a variety of settings and formats.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 256

Location: Last sentence in Everyday Phenomenon Activity

Original Text: Remind students that they will revisit this activity later in the
Experience to revise their responses.

Updated Text: Remind students that they will revisit this activity at the end of Explain to revise their responses.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 292

Location: Objectives

Original Text: • Students will investigate how organisms in an ecosystem depend on and
compete for biotic factors, such as food, and abiotic factors, such as rocks.
• Students will describe and give examples of competitive relationships
between organisms.

Updated Text: • Students will model and investigate how organisms in an ecosystem depend on and compete for biotic factors, such as food, and abiotic factors, such as rocks.

• Students will analyze and explain how competitive relationships between organisms impact stability and change.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 66

Location: Everyday Phenomenon Activity

Original Text: They will revise this explanation at the end of the Experience..."

Updated Text: They will revise this explanation at the end of Explain

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 188

Location: Blue Objective box

Original Text: Objective
Students will learn explore how metamorphic, igneous, and
sedimentary rock form and change through the rock cycle.

Updated Text: Objectives
• Students will model the rock cycle to collect, analyze, and interpret data, to explain the differences between metamorphic, igneous, and sedimentary rocks and how they form.

• Students will explore the cause-and-effect relationships within Earth's materials to describe the flow of energy and matter within the rock cycle.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 92

Location: Objectives

Original Text: Students will compare and contrast the forms energy can take as kinetic and gravitational potential energy.

Updated Text: Students will compare and contrast the forms energy can take as kinetic and gravitational potential energy, analyze the effects of differences in scale, proportion, and quantity, and evaluate evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 36

Location: Objectives section top of page

Original Text: Students will identify metals, nonmetals, and metalloids on the period table of elements using their physical properties and describe the position and importance of rare earth elements.

Updated Text: Students will use appropriate tools to identify metals, nonmetals, and metalloids on the periodic table of elements using their physical properties and use data to explain the position and importance of rare earth elements.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 257

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION
SPECIAL NEEDS Microscope Alternatives Students with visual impairments may struggle with the use of a microscope. Therefore, there should be some alternatives such as high-contrast prints or digital images of what is seen under the microscope.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 294

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence-Reasoning framework to show

Updated Text: Students use develop explanations to show

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 74

Location: Objectives

Original Text: Students explore balanced and unbalanced forces, calculate net force, and identify force pairs using Newton's third law of motion.

Updated Text: • Students explore balanced and unbalanced forces, calculate net force, and identify force pairs, using Newton's third law of motion.

• Students conduct experimental investigations to analyze how differences in proportion affect a system.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 190

Location: Everyday Phenomenon Activity

Original Text: They use prior knowledge, personal
experiences, and observations from the Anchoring Phenomenon video as
preliminary evidence. Remind students that when they first answer the questions,
they are not expected to know the correct answer. They will revise their written
explanation or model throughout the Topic as they gather new information and
evidence.

Updated Text: They use prior knowledge, personal
experiences, and observations from the Everyday Phenomenon video as
preliminary evidence. Remind students that when they first answer the questions,
they are not expected to know the correct answer. They will revise their written
explanation or model at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 93

Location: Elaborate

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Are rechargeable batteries a better alternative to disposable batteries?

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 38

Location: Everyday Phenomenon Activity

Original Text: After students complete the activities in the Experience, they will revise their original explanations.

Updated Text: Students will revisit their original explanations at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 264

Location: Blue Objective box

Original Text: Objective
• Students will identify the characteristics of living things.
They will compare unicellular and multicellular organisms,
prokaryotic and eukaryotic cells, and autotrophic and
heterotrophic organisms.

Updated Text: Objective
Students will identify patterns to understand and develop explanations about the characteristics of living things, based on observations and comparisons of unicellular and multicellular organisms, prokaryotic and eukaryotic cells, and autotrophic and heterotrophic organisms.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 302

Location: Objectives

Original Text: Students will describe and give examples of predatory,
competitive, and symbiotic relationships between organisms.

Updated Text: • Students will describe and give examples of predatory, competitive, and symbiotic relationships between organisms, using evidence from multiple sources.

• Students will model relationships between organisms and identify patterns to develop explanations for the interactions of organisms in ecosystems.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 80

Location: Bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS
Matching Support Students who need more tactile experiences may benefit from having a physical matching activity where they are given cards and instructed to match the types of forces and other important concepts with their definitions.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 196

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to the STEAM Activity information)
Materials model house; stream table or pan; two books; sand, gravel, pebbles, clay, topsoil; water, pitcher, bucket

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 94

Location: Everyday Phenomenon Activity

Original Text: They will revise this model at the end of the Experience after they gather new information and evidence.

Updated Text: They will revise this model at the end of the Explain after they gather new information and evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 42

Location: Read About It, 2nd bullet point

Original Text: Refer students to the figure of copper. Explain that while metals are lustrous, they can be tarnished or made dull by reacting with other metals, including oxygen in the air.

Updated Text: Refer students to the figure of copper. Explain that while metals are lustrous, they can be tarnished or made dull by reacting with nonmetals, including oxygen in the air.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): N/A

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 266

Location: Last sentence in Everyday Phenomenon Activity

Original Text: Remind students that they will come back to this activity later in the Experience to revise their responses.

Updated Text: Remind students that they will come back to this activity at the end of Explain to revise their responses.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 304

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence-Reasoning framework to explain why they think a tarantula would let a frog live with it. Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon video as preliminary evidence.

Updated Text: Students develop explanations to show why they think a tarantula would let a frog live with it. Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon photo as preliminary evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 88

Location: Experience 1

Original Text: N/A

Updated Text: Make Informed Decisions Are rechargeable batteries a better alternative to disposable batteries?

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 197

Location: Revisit Anchoring Phenomenon

Original Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that lava is formed during the rock cycle when sedimentary, metamorphic, or igneous rock melts to form magma. Magma can be forced to Earth's surface where it flows as lava.

Updated Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that lava is magma that has come to the surface of Earth. Magma forms during the rock cycle when sedimentary, metamorphic, or igneous rock melts.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 102

Location: Objectives

Original Text: Students will compare and contrast elastic and chemical potential energy with other forms of energy.

Updated Text: Students will compare and contrast elastic and chemical potential energy with other forms of energy. Students will plan and conduct investigations to identify and investigate cause and effect relationships.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 46

Location: Objectives section top of page

Original Text: Students will identify the formation of a new substance by recognizing and using the evidence of a possible chemical change.

Updated Text: Students will identify the formation of a new substance by recognizing and using the evidence from investigating a possible chemical change, and communicating an explanation individually and collaboratively.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): N/A

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 272

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to the STEAM Activity information)
Materials

- bottles, containers, boxes, and tubing
- clay, fabric, foil, plastic wrap, and buttons
- thick construction paper or card stock
- chenille stems, streamers, and googly eyes
- art supplies
- scissors, tape, glue
- reading material

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 305

Location: entire Page

Original Text: N/A

Updated Text: Guided Lab Materials sheet of organism cards, sheet of emoji cards, tape, pencil, scissors

SPECIAL NEEDS Collaboration Support
Students who struggle working in a group may benefit from having set expectations and roles for each member of the group. This allows each student in the group to know their personal expectations and facilitates collaboration within the group.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 198

Location: Revised Q4 prompt to mention map handout

Original Text: Print or download a map of North America and South America.
Identify six cities: two in North America, two near the equator, and two in South America.
Research their latitudes and average high daily temperature in July. Organize your data by adding this information to your map.

Updated Text: Using the map handout of North America and South America, identify six cities: two in North America, two near the equator, and two in South America. Research their latitudes and average high daily temperature in July. Organize your data by adding this information to your map.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 90

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a bouncing rubber ball. Throughout the Topic, students will gain knowledge that should help them compare and contrast kinetic energy and potential energy. In addition, they will be able to explain that the ball's kinetic energy is converted into elastic potential energy when the ball hits the ground. This elastic potential energy is converted back into kinetic energy as the ball moves back up in the air after bouncing.

Updated Text: Students watch a video that introduces the phenomenon of a bouncing rubber ball. Throughout the Topic, students will gain knowledge that should help them compare and contrast kinetic energy and potential energy. Students will analyze how energy is conserved through transformations and be able to explain that the ball's kinetic energy is converted into elastic potential energy when the ball hits the ground. Students will describe how elastic potential energy is converted back into kinetic energy within the model of the ball moving back up in the air after bouncing.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 254

Location: Blue Objective box

Original Text: Objective
• Students will investigate how organisms, such as mold growing on bread, are composed of one or more cells, new cells come from preexisting cells, and that cells are the basic unit of structure and function in all living things.

Updated Text: Objective
Students will investigate how organisms are composed of one or more cells, explain why cells are the basic unit of structure and function in all living things, and identify the impact of cause-and-effect relationships on past and current research involving cell theory, including contributions of diverse scientists.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 104

Location: Everyday Phenomenon Activity

Original Text: They will revise this model throughout the Topic as they gather new information and evidence.

Updated Text: They will revise this model at the end of Explain as they gather new information and evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 48

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 112

Location: Objectives

Original Text: Students will analyze how energy is transferred through transverse and longitudinal waves.

Updated Text: Students will analyze and explain how energy is transferred through systems as transverse and longitudinal waves by developing models and explanations.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 140

Location: Objectives section top of page

Original Text: Students will model and explain how Earth's tilt as it revolves around the sun causes the seasons.

Updated Text: Students will develop models of Earth's tilt as it revolves around the sun, and use models to explain how Earth's tilt causes the pattern of the seasons.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): N/A

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

Original Text: Initial list of TEKS standards

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

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 206

Location: Blue objective box

Original Text: Objective
Students will learn about air as a resource, causes and effects of air pollution, air quality monitoring, and resource management and technological approaches to air pollution control.

Updated Text: Objectives
• Students will apply scientific and engineering practices to observe and collect data on air quality and air quality monitoring approaches.

• Students will investigate the cause and effects of air pollution, how air is a resource, and evaluate the technological approaches to air pollution and resource management.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 312

Location: Objectives

Original Text: Students will describe how variations within a population can be an advantage or disadvantage when it comes to survival in a changing environment.

Updated Text: • Students will model how variations within a population can be an advantage or disadvantage when it comes to survival in a changing environment.

• Students will analyze and explain how a variation in an organism is related to its ability to survive and how this relationship impacts stability and change.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 193

Location: Added map handout to materials list

Original Text: N/A

Updated Text: map handout

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 114

Location: Everyday Phenomenon Activity

Original Text: They will revise their explanations and models throughout the Topic as they gather new information and evidence.

Updated Text: They will revise their explanations and models throughout the Experience as they gather new information and evidence.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 138

Location: Anchoring Phenomenon Activity

Original Text: Students use the modeling framework . . .

Updated Text: Students develop a model . . .

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): N/A

Location: Added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity
Title of activity

Updated Text: STRIVING Title of activity
CHALLENGE Title of activity

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 215

Location: N/A

Original Text: N/A

Updated Text: (adding after other Differentiated Instruction notes on the page)
SPECIAL NEEDS Selected Questions Students with language impairments may benefit from being given a choice of questions, or fewer questions, instead of completing the entire Experience Review section.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 314

Location: Everyday Phenomenon Activity

Original Text: Students view the video and use the Claim-Evidence-Reasoning framework to explain how they think claw size affects fiddler crab populations as the environment changes. Remind students that when they first answer the questions, they are not expected to know the correct answer. They should use the evidence in the image and prior knowledge to consider the phenomenon.

Updated Text: Students view the video and develop explanations to show how they think claw size affects fiddler crab populations as the environment changes. Remind students that when they first answer the questions, they are not expected to know the correct answer. They should use the evidence in the video and prior knowledge to consider the phenomenon.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 188

Location: Revised Find Pictures prompt

Original Text: Find an image that shows two of the vocabulary terms. Insert the image in the space provided. Then write two sentences explaining your choice.

Updated Text: Find or draw an image that shows two of the vocabulary terms. Insert the image in the space provided. Then write two sentences explaining how your choice illustrates the vocabulary terms.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 115

Location: bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS Organization Support
Students who struggle with organization may benefit from being given multistep tasks, rather than just given the materials, and asked to develop the investigation with their groups.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 142

Location: Everyday Phenomenon Activity

Original Text: Students eventually should be able to show that, during the summer around the equinox, the “top” of Earth is tilted toward the sun.

Updated Text: Students eventually should be able to show that during summer in the Arctic (around the June solstice), the Northern Hemiphere of Earth is tilted toward the sun.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 162

Location: Preview the Topic, second paragraph

Original Text: Students learned about properties of matter, physical and chemical changes, and density in Topic 3. They will build on this knowledge as they learn about the properties of Earth’s layers and the rock cycle.

Updated Text: Students learned about properties of matter, physical and chemical changes, and density in Topic 1 (TEKS 6.6B and 6.6D). They will build on this knowledge as they learn about the properties of Earth’s layers and the rock cycle.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 216

Location: Blue objective box

Original Text: Objective

• Students will learn about water as a resource, causes and effects of water pollution, water quality monitoring, and resource management and technological approaches to water pollution control.

Updated Text: Objective
Students will develop explanations about how water is used as a resource, model causes and effects of water pollution, conduct investigations involving water quality monitoring, and design technological solutions for water management and pollution control.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 320
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: STEAM Activity

Original Text: N/A

Updated Text: Materials computer with Internet access, magazines with nature photos, tape or glue, scissors, assorted building materials

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 218

Location: Revised title of Key Ideas Take Notes asset (SAC)

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 122

Location: Objectives

Original Text: Students will describe how energy is conserved through transfers and transformations in systems.

Updated Text: Students will describe how energy is conserved through transfers and transformations in systems. Students will collect qualitative data to support their explanations of how energy flows through systems and is conserved.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 149

Location: Bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS Nontraditional Answers

Students with speech impairments may benefit from being allowed to answer questions in nontraditional means, such as with drawings or pictures from the Internet.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of lava erupting from a volcano. Throughout the Topic, students will gain knowledge that should help them explain that lava is magma, or molten rock, that has melted in Earth's mantle as part of the rock cycle in the geosphere and reaches Earth's surface during a volcanic eruption.

Updated Text: Students watch a video that introduces the phenomenon of lava erupting from a volcano. Throughout the Topic, students will plan and conduct investigations and develop models to explain how matter is conserved and cycles through Earth's systems, and students will develop explanations and describe how lava is magma, or molten rock, that has melted in Earth's mantle as part of the rock cycle in the geosphere and reaches Earth's surface during a volcanic eruption.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 218

Location: Everyday Phenomenon Activity

Original Text: N/A

Updated Text: (Added a sentence to the end of the paragraph)
Remind students that they will come back to this activity at the end of Explain to revise their answers.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): Throughout Topic Overview Pages

Location: New line at end of Home Connection box

Original Text: N/A

Updated Text: N/A

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): worksheet, teacher

Location: Revised title of Key Ideas Take Notes asset (TE)

Link to Updated Content:

View Updated Content

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 124

Location: Everyday Phenomenon Activity

Original Text: They will revisit their choice of explanations throughout the Topic as they gather new information and evidence.

Updated Text: They will revisit their choice of explanations at the end of Explain as they gather new information and evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 150

Location: Objectives section top of page

Original Text: Students will describe and predict how Earth's interaction with the sun's and moon's gravitational force causes the cycle of tides.

Updated Text: Students will analyze the relationship between tidal patterns and the Earth's interaction with the gravitational forces of the sun and the moon to model and describe what causes the tidal cycles.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 168

Location: Blue Objective box

Original Text: Objective

• Students will differentiate among Earth's biosphere, hydrosphere, atmosphere, and geosphere and identify the components of each sphere.

Updated Text: Objective
Students will model the Earth's biosphere, hydrosphere, atmosphere, and geosphere to differentiate among each component and identify the interdependence of each within the function of the Earth system.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 219

Location: Materials list

Original Text: Materials pan or tray, spray bottle of water, colored chalk dust, heavy construction paper or printer paper

(Safety, third line) dust
(Expected Outcomes, third line) dust
(Hands-on Lab Video, second bullet) dust

Updated Text: Materials pan or tray, spray bottle of water, colored chalk powder, heavy construction paper or cardstock
(Safety, third line) powder
(And Expected Outcomes, third line) powder
(Hands-on Lab Video, second bullet) powder

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): worksheet, student

Location: Revised title of Key Ideas Take Notes asset (SE)

Link to Updated Content:

View Updated Content

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 226

Location: Blue objective box

Original Text: Objective
• Students will learn about soil as a resource, causes and effects of soil pollution, soil quality monitoring, resource management, and technological approaches to soil management.

Updated Text: Objective
(bullet) Students will develop explanations about how soil is a resource, model causes and effects of soil pollution, use quantitative data relationships to conduct investigations involving soil quality monitoring, and design technological solutions for soil management.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: Bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation

TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-7 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 14

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Original Text: Launch the Anchoring Phenomenon

Students watch a video that shows what happens to pizza as it is baked in an oven. Throughout the Topic, students will gain knowledge that should help them explain the physical and chemical changes that occur as the dough and other ingredients become a pizza.

Updated Text: Launch the Anchoring Phenomenon

Students watch a video that shows what happens to pizza as it is baked in an oven. Throughout the Topic, students will compare the states of matter in terms of structure and shape in order to analyze physical changes of the pizza ingredients. Students will also identify the formation of a new substance as evidenced by chemical changes. By investigating indicators of physical and chemical changes throughout the topic, students will understand how dough and other ingredients can be combined physically, then baked and changed chemically in order to become a pizza.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 125

Location: Hands-On Lab

Original Text: N/A

Updated Text: Guided Lab Materials empty oatmeal-type container with a cardboard bottom and plastic lid, rubber band, 3 steel 12-inch nuts, 2 nails, pipe cleaners or twist ties, a flat board (made of wood or stiff cardboard), blocks

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 154

Location: Exit ticket

Original Text: Tides are the rising and falling of river water that happen each hour at a location. (replace river with ocean, hour with day)

Updated Text: Tides are the rising and falling of pond water that happen each hour at a location. (replace pond with ocean, hour with day)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 170

Location: Everyday Phenomenon Activity, second to last sentence

Original Text: They will revisit their explanation later in the Experience as they gather new information and evidence.

Updated Text: They will revisit their explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 173

Location: N/A

Original Text: N/A

Updated Text: Differentiated Instruction

SPECIAL NEEDS Accommodations Students who struggle with organization may benefit from having fewer questions on a page and from not having to complete all the questions at one time. For example, this may involve giving photocopies of only one section at a time and waiting until one section has been answered before giving the next section to the student.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 229

Location: Materials list

Original Text: Materials 6 paper cups, potting soil, pollutant solution, bean seeds, graduated cylinder, ruler, marker

Updated Text: Materials 6 paper cups, potting soil, pollutant solution, sprouted bean seeds, graduated cylinder or beaker, ruler, marker

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 16

Location: Objectives section top of page

Original Text: Students compare the atomic structure, shape, volume, and kinetic energy of solids, liquids, and gases.

Updated Text: Students will make observations to identify patterns and compare the atomic structure, shape, volume, and kinetic energy of solids, liquids, and gases.
Students will use models to compare properties of three states of matter and develop an explanation of how energy and matter flow and cycle through, and are conserved in systems.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 279

Location: Experience 3

Original Text: N/A

Updated Text: Make Informed Decisions Are pesticides safe to use in your garden? p. 310

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 80

Location: Share with a Partner

Original Text: If you have the same terms checked off, discuss the definitions with your partner

Updated Text: If you have the same terms highlighted or circled, discuss the definitions with your partner

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 175

Location: Exit Ticket

Original Text: As an alternative exit ticket, ask students the following questions:
1. Everything on Earth is classified into four main systems. What are they? (atmosphere, biosphere, geosphere, hydrosphere)
2. Which component is part of two spheres? (Water vapor in the air is both a component of the hydrosphere, because it is water, and the atmosphere, because water vapor is a gas that makes up the atmosphere.)
3. What are some examples of spheres interacting with each other? (Humans, part of the biosphere, use rocks, part of the geosphere, to make concrete which they then use to build dams, which affect the flow of water, part of the hydrosphere. Storms, which occur in the atmosphere, can cause heavy rains, part of the hydrosphere, which can cause landslides, geosphere.)

Updated Text: Alternative Exit Ticket Give two examples of different spheres interacting with each other. (Sample answers: Beavers [biosphere] building dams that affect the flow of water [hydrosphere]. Storms form in the atmosphere and produce rain [hydrosphere].)

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 236

Location: Blue objective box

Original Text: Objective

• Students will learn about energy resources, differences between renewable and nonrenewable resources, energy resource management, energy resources as tools to reduce poverty and malnutrition, and the importance of efficiency in energy resource technology.

Updated Text: Objective
• Students will develop explanations for differences between renewable and nonrenewable energy resources, explore how managing energy resources can reduce poverty and malnutrition, and conduct investigations to analyze how energy efficiency impacts stability and change.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 18

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 280

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of bear populations competing for resources. These bears, like all living things, need food, water, shelter, and space to survive. Throughout the Topic, students will gain knowledge that should help them make and use observations to predict which bear variation would be more likely to increase in number in this region.

Updated Text: Students watch a video that introduces the phenomenon of bear populations competing for resources. These bears, like all living things, need food, water, shelter, and space to survive. Throughout the Topic, students will gain knowledge that should help them describe and investigate the organization and relationships in ecosystems and describe how variations can be an advantage or disadvantage. In addition, they will also be able to make and use observations to predict which bear variation would be more likely to increase in number in this region.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 97

Location: Q2 Anno

Original Text: N/A

Updated Text: (Anno) Magnetism is a non-contact force. This means that objects do not have to be touching for the force to act on them. When the refrigerator door is cracked open, it will close on its own because the non-contact force of magnetism attracts the door to the refrigerator. The strength of the magnet in the door and the distance between the magnets in the door and the refrigerator influence the strength of the magnetic force.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 176

Location: Blue Objective box

Original Text: Objective

• Students will describe Earth's four layers.

Updated Text: Objectives
• Students will model and describe Earth’s four layers.

• Students will analyze data to identify patterns in the density of materials that make up the Earth’s layers to explain how it relates to the organization of the Earth’s interior.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 244

Location: STEAM Activitybullet 2bullet 3 Careers

Original Text: N/A
Step 2

Step 4
rocks and the rock cycle

Updated Text: (added Materials list to STEAM Activity) Materials poster board, Internet access, markers, other drawing/coloring materials, paper, media software

Step 3
Step 5
managing and conserving energy resources

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 21

Location: Bottom of page

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION
Support Students with Special Needs

Students with hearing impairments may benefit from having a peer act as a notetaker to assist them with recording the information found in the Key Ideas video.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 282

Location: Objectives

Original Text: Students will describe the hierarchical organization of an ecosystem in increasingly specific levels from community, to population, to organism.

Updated Text: • Students will describe the hierarchical organization of an ecosystem in increasingly specific levels from community, to population, to organism.

• Students will model the parts of an ecosystem and identify patterns to develop an explanation of its hierarchical organization.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 120

Location: Identify the Meaning

Original Text: Read each sentence. Match the correct definition to the highlighted word. Write the letter in the space provided.

Updated Text: Read each sentence. Match the correct definition to the bold word.
Write the letter in the space provided.

Publisher: Summit K12 Holdings

Science, Grade 6

Program: *Dynamic Science 6th Grade: TEKS*

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Science, Grade 6

Program: *STEAM into Science - Grade 6 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 6 Teacher Edition*

ISBN: 9781788058476

Link to Current Content:
View Current Content

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes
Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Teacher Program Guide - K-8*

ISBN: 9781788059664

Link to Current Content:
View Current Content

Current Page Number(s): Page 107

Location: add under bullets

Original Text: N/A

Updated Text: Throughout the year teachers may wish to ask various caregivers to come into the classroom to discuss how their job roles utilize various STEAM approaches. This will not only help students to see how STEAM can be applied within a career area, but will also enable caregivers to communicate with the students and feel valued within their child's education.

Component: *Teacher Program Guide - K-8*

ISBN: 9781788059664

Link to Current Content:
View Current Content

Current Page Number(s): Page 107

Location: add under bullets

Original Text: N/A

Updated Text: Teachers are encouraged to include caregivers in as much of the education process as possible. Hold regular meetings and encourage individuals to partake; ensure they know their opinions and voices are valued. For caregivers that may not be able to attend meetings, use another form of communication so their voices are also included. Acknowledge and show gratitude for the time caregivers give to help the students. When schools, and teachers, communicate well with caregivers, everyone involved benefits!

Publisher: Carolina Biological Supply Company

Science, Grade 7

Program: *Science Bits, Grade 7 program: TEKS*

Component: *Science Bits Grade 7*

ISBN: 9781435029972

Current Page Number(s): slide 9

Location: Unit: Elements and Compounds, Lesson 6, slide 9, the chemical formula for iron (ii) chloride

Original Text: (FeCl3)

Updated Text: (FeCl3)

Component: *Science Bits Grade 7*

ISBN: 9781435029972

Current Page Number(s): slide 14

Location: Unit: Earth's Internal Processes, Lesson 2, slide 14; the first 2 words

Original Text: You'don't

Updated Text: You don't

Component: *Science Bits Grade 7*

ISBN: 9781435029972

Current Page Number(s): slide 4

Location: Unit: Human Nutrition, Lesson 6, Slide 2, Activity 4, slide 4

Original Text: Conclusiones

Updated Text: Conclusions

Component: *Science Bits Grade 7*

ISBN: 9781435029972

Current Page Number(s): slide 5

Location: Unit: Human Nutrition, Lesson 6, Slide 2, Activity 4, slide 5

Original Text: Instucciones

Updated Text: Instructions

Publisher: Green Ninja

Science, Grade 7

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Lesson Plans*

ISBN: 9781948845670

Link to Current Content:
View Current Content

Location: First two sections

Link to Updated Content:

View Updated Content

Original Text: The Grade 7 integrated science curriculum is designed around the TEKS and ELPS and has the goal of helping make science and engineering relevant and engaging for students. We take to heart the notion that giving students opportunities to work on real-world problems can promote science learning and student engagement and a full description of the research behind the curriculum and the instruction design is provided at https://www.greenninja.org/texas/. The core of the curriculum is helping to make science fun and interesting for students. Student motivation is a critical component of learning, so our goal is to help teachers make their classes as engaging for students as possible. We recognize that beginning to teach a new curriculum is not always a smooth process, so we've tried to make this shift to new territory as easy as possible. If you have any questions or comments, urgent or non-urgent, or anywhere in between, please send us a message (e.g., via the Contact Us button on each webpage or email at contact@greenninja.org).

Grade Storyline
The theme for the integrated Grade 7 curriculum is Sustaining Life. A brief outline of the year-long sequence of units and the associated culminating experiences is provided below.

The year begins with Unit 1, Food, which focuses on the energy and materials that plants need for their growth. Students explore photosynthesis, solutions, and chemical reactions. They use the periodic table to help to makes sense of all the elements, and they study the ecosystem and its cycles of energy, followed by the relationship between humans and the oceans. Students will learn to analyze what they eat and to understand where food comes from through the food life cycle. The culminating project gives students the opportunity to design menus containing food items that are both nutritious and have a minimal effect on the environment.

Unit 2, Water, has a unit-wide focus on planning for a flood event. With global temperature increasing, the likelihood of severe flooding has risen. Students explore the science of storm surges, with an emphasis on how they contribute to flooding in coastal areas. Role-playing as part of a press conference helps students to identify key infrastructure issues that would need to be considered in an extreme weather event. They also consider different ways to adapt to floods or to mitigate their effects. They also learn that access to fresh water and food after a flood must be considered. To conclude the unit, students participate in a multi-day disaster emergency simulation in which they take on the roles of different members of the community and design solutions to flooding events.

Unit 3, Humans and Life, is a study of how genetic diversity helps different populations survive. Students compare artificial and natural selection and the importance of traits to surviving in one's environment. The human body is a complex system of sub-systems, each with different and important roles; students conduct research into these sub-systems and their roles. The culminating experience, creating a documentary, highlights the importance of genetic variation in the survival of a species.

Unit 4, Exploring Early Earth is the final unit for the year and gives students an idea of Earth's place in space. Studying past asteroid impacts shows how Earth has changed over time and students see how, as a result, the organisms inhabiting the Earth have also changed. Rock layers and fossils give clues about the history of the Earth. The theory of continental drift suggests how tectonic plates are constantly on the move. Students also learn how Newton's Laws of Motion can be used to prevent another asteroid collision in the future. The culminating project is a creative way for students to plan for the possibility of a future asteroid collision.

Updated Text: We are excited to welcome you to our Grade 7 curriculum for Texas! Green Ninja’s approach learning uses a storyline model where each unit begins with a locally relevant, real-world challenge and culminates in a project in which students showcase how they meet the challenge using the science they've learned in the unit. This is what drives student learning.

As students proceed through the lessons, they'll use various scientific and engineering practices (SEPs) and recurring themes and concepts (RTCs) to help students build a cohesive understanding of science and the core ideas. Additionally, our curriculum meets all English Language Proficiency Standards (ELPS) to ensure that all learners have the opportunity to succeed.

We want to make your teaching experience a success and are here to support you. If you have questions or comments, urgent or non-urgent—or anywhere between—please send us a message via the ‘Contact Us’ button on each webpage or email us at contact@greenninja.org).

Grade Storyline
The theme for Grade 7 is Sustaining Life. The year begins with the Food Unit and follows the flow of energy from the Sun to plants and throughout the organisms in an ecosystem. Unit 2, Water, focuses on protecting people, other organisms, and infrastructure from dangerous floods. Unit 3, Humans and Life, is a study of genetic diversity and how it helps

populations of organisms survive. The final unit, Exploring Early Earth, uncovers the processes of how Earth has changed over time.

We like to think of each unit as a student journey. The journey begins with a challenge—a real-world, locally relevant problem that students are tasked with solving. Students proceed through their journey as they learn the core knowledge through scientific and engineering practices and by utilizing recurring themes and concepts—the three components of the TEKS. The end of the journey is the culminating project, where students showcase how they met the unit challenge. The unit challenge, culminating in an end-of-unit project, is what drives students learning.

Here is a brief outline of the units in Grade 7:

Publisher: Savvas Learning

Science, Grade 7

Program: *Texas Experience Science Grade 7 (Print with digital): TEKS*

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation

TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-7 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 110

Location: Topic 2, Experience 2 Quiz: Q1 and Q5

Original Text: Q1
A distance-time graph shows how an object's distance from a starting point changes over time.

Speed is equal to the value of the _____ of the line on a distance-time graph.

If the slope is positive, the distance from the starting point is _____.

If the slope is negative, the distance from the starting point is _____.

If the slope is zero, the distance from the starting point is _____.

Which terms, in order of appearance, best complete the sentences about

distance-time graphs?

A. slope; decreasing; decreasing; decreasing

B. [Answer: slope; increasing; decreasing; not changing]

C. x-axis; not changing; increasing; not changing

D. x-axis; decreasing; not changing; increasing

Q5
Between which two times is the toy car moving at the greatest acceleration?
Explain your answer.

Scoring Rubric:

1 pt: Student identifies the time interval with the fastest speed as 9–11 s.

1 pt: Student explains that the value of slope is equal to speed.

1 pt: Student explains that the steeper the slope, the higher the speed.

The car is moving fastest between 9–11 s. . . .

Updated Text: Q1
A distance-time graph shows how the distance an object travels changes over time.

Speed is equal to the value of the _____ of the line on a distance-time graph.

If the slope is flat, the object's speed is _____.

If the slope is shallow, the object's speed is _____.

If the slope is steep, the object's speed is _____.

Which terms, in order of appearance, best complete the sentences about
distance-time graphs?

A. slope; faster; slower; zero

B. [Answer: slope; zero; slower; faster]

C. x-axis; not changing; increasing; not changing

D. x-axis; decreasing; not changing; increasing

Q5

[description of art change: Original showed third line segment from (x7,y2) to (x9,y2) and final line segment from (x9,y2) to (x11,y0). New art shows third line segment from (x7,y2) to (x10,y2) and final line segment from (x10,y2) to (x11,y3)]

Between which two times is the toy car moving at the greatest speed?
Explain your answer.

Scoring Rubric:

1 pt: Student identifies the time interval with the fastest speed as 10–11 s.

1 pt: Student explains that the value of slope is equal to speed.

1 pt: Student explains that the steeper the slope, the higher the speed.

The car is moving fastest between 10–11 s. . . .

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 181

Location: Differentiated Instruction

Original Text: N/A

Updated Text: SPECIAL NEEDS Act It Out Students who need more tactile experiences may need to use their hands or materials to act out the different types of plate boundaries while going through the Virtual Lab.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 322

Location: STEAM Activity

Original Text: HOW CAN YOU SHOW HOW ENERGY MOVES THROUGH A TEXAS ECOSYSTEM? Students research a Texas ecosystem or region and identify organisms from that area to build a food chain and food web. Then, students will build a scaled 3-D model of an energy pyramid, which includes the names of the organisms placed in the appropriate trophic level. Students will depict the flow of energy within and between trophic levels.

Updated Text: HOW CAN YOU SHOW HOW ENERGY MOVES THROUGH A TEXAS ECOSYSTEM? Students research a Texas ecosystem or region and identify

organisms from that area to build a food chain and food web. Then, students will build a scaled 3-D model of an energy pyramid, which includes the names of the organisms placed in the appropriate trophic level. Students will depict the flow of energy within and between trophic levels.

Materials construction paper, ruler, scissors, glue or paste, adhesive tape, colored pencils, calculator, Internet access, images of organisms found in Texas food chains or food webs

Component: *Grade 7 Student Activity Companion*

ISBN: 9781428553897

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word "precaution."

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 14

Location: Launch the Anchoring Phenomenon

Original Text: Launch the Anchoring Phenomenon
Students watch a video that introduces the phenomenon of a bath bomb dissolving in water. Throughout the Topic, students learn to compare and contrast elements and compounds and this knowledge will help them explain that the bath bomb and the water are compounds. Students also learn to distinguish between
physical and chemical changes in matter and this knowledge will help them identify that a chemical change occurs as the bath bomb, a solute, dissolves in the water, a solvent.

Anchoring Phenomenon Video

. . . Students may have trouble explaining what is going on, since there is
something a bit like an explosion occurring.

Updated Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of a bath bomb dissolving in water. Throughout the topic, students recognize that, like all matter, the bath bomb is composed of elements and compounds. They compare and contrast elements and compounds in terms of chemical symbols and chemical formulas, and they identify atoms in a chemical formula using a periodic table. Students distinguish between the evidence of chemical and physical changes that they observe as the bath bomb dissolves and produces bubbles. Students also describe the aqueous solution of a bath bomb in water in terms of solvent, solute, and concentration. Students model the factors that affect the rate of dissolution of the bath bomb in water.

Anchoring Phenomenon Video

Students may have trouble explaining what is going on, since it may appear that something like an explosion is occurring.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 64

Location: Preview the Topic, first paragraph

Original Text: In Experience 1, students learn the difference between speed and velocity. They practice calculating average speed using distance and time data. In Experience 2, they become familiar with distance-time graphs. Finally, in Experience 3, they explore Newton’s first law of motion.

Updated Text: In this topic, students will measure and interpret an object's speed and motion and analyze how balanced and unbalanced forces impact the state of an object's motion. In Experience 1, students learn the difference between speed and velocity. They
practice calculating average speed using distance and time data. In Experience 2, they become familiar with distance-time graphs. Finally, in Experience 3, they explore Newton’s first law of motion.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 259

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of the “disappearance” of wastes in Earth’s ecosystems. Throughout the Topic, students will gain knowledge that helps them explain that some organisms obtain their nutrients from wastes and remains. These organisms come from every kingdom of living things except Plantae.

Updated Text: Students watch a video that introduces the phenomenon of the “disappearance” of wastes in Earth’s ecosystems. Throughout the Topic, students will gain knowledge that should help them describe the characteristics and importance of the different kingdoms in ecosystems. In addition, they will be able construct explanations about how some organisms obtain their nutrients from wastes and remains. These organisms come from every kingdom of living things except Plantae.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 423

Location: Exit Ticket

Original Text: Have students write a script for a short video that explains why Earth orbits the sun. As an alternative exit ticket, have students draw a diagram with labels and captions that explains why Earth orbits the sun.
TEKS 7.9B
Take Notes
Experience

Updated Text: Have students write a script for a short video that explains why Earth orbits the sun.

Alternative Exit Ticket Have students draw a diagram with labels and captions that explains why Earth orbits the sun.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 261

Location: Blue Objective box

Original Text: Objective

• Students will describe the taxonomic system that categorizes organisms based on shared similarities and differences among groups.

Updated Text: Objective

• Students will describe and identify patterns in the taxonomic system that categorizes organisms based on shared similarities and differences among groups.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 423

Location: Blue Objective box

Original Text: Objective

• Students will learn about the characteristics of Earth, including its proximity to the sun, that allow life to exist.

Updated Text: Objectives

• Students will analyze data about characteristics of Earth, including its proximity to the sun, that allow life to exist.
• Students will explore astronomical research to identify factors and define problems that could impact stability and change of life on Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 340

Location: Objectives section top of page

Original Text: Objective

• Students will compare the diversity of offspring and population changes over time that result from sexual versus asexual reproduction.

Updated Text: Objectives

• Students will develop explanations to compare the diversity of offspring and population changes over time that result from sexual versus asexual reproduction.

• Students ask questions to identify and investigate the cause-and-effect relationships between asexual and sexual reproduction and the diversity of offspring and the changes in a population over time.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 112

Location: Topic 2, Experience 1 Quiz: Q6 answer

Original Text: 130 m / 100 s West = 1.3 m/s West]

Updated Text: 130 m West /120 s = 1.08 m/s West]

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 188

Location: Blue Objective box

Original Text: Objective

• Students will learn about how interacting tectonic plates can cause earthquakes.

Updated Text: Objectives

• Students will use models to develop explanations about how interacting tectonic plates can cause earthquakes.

• Students will evaluate limitations of using models to explain how stress relates to stability and change at the tectonic plate boundary.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 329

Location: Mastering Scientific andEngineering Practices Box

Original Text: Disadvantages of Models Ask students to
discuss the limitations of the models they
built in the STEAM activity. Ask Why is it
important to identify these limitations?

Updated Text: Disadvantages of Models Ask students to
discuss the limitations of the models they
built in the STEAM activity. Ask Why is it
important to identify these limitations? (Models are not an exact replication of nature. They rely on approximations, inferences, and assumptions which may affect how valid the data and information they provide is.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 16

Location: Objective section top of page

Original Text: Objective

Students compare and contrast elements and compounds in terms of structure, chemical symbols, and chemical formulas.

Students use the periodic table to identify the chemical symbols of elements.

Updated Text: Objectives

Students will use models to compare and contrast elements and compounds in terms of structure, chemical symbols, and chemical formulas.

Students will use the periodic table to identify patterns in the chemical symbols and structures of elements.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 70

Location: Preview the Topic, second paragraph

Original Text: N/A

Updated Text: Students explored how different forces act on objects in Grade 6 (6.7A). They will build on that knowledge in this topic as they relate force to motion and learn how to graph and calculate speed.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 18

Location: Everyday Phenomenon Activity

Original Text: Students write an explanation or draw and label a picture to describe how the starting substances change when they form water. Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Video as preliminary evidence. They will revise their explanation throughout the Topic as they gather new information and evidence.

Updated Text: Students write an explanation or draw and label a picture to describe how the starting substances changed when they formed water. Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Video as preliminary evidence. They will revisit their explanation at the end of Explain.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 71

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of cars racing at the Texas Motor Speedway. Throughout the Topic, students will gain knowledge that should help them explain how the average speed of the cars is calculated and distinguish between the speed and the velocity of the cars. They should also be able to explain how balanced and unbalanced forces affect the motion of the cars.

Updated Text: Students watch a video that introduces the phenomenon of cars racing at the Texas Motor Speedway. Throughout the Topic, students will gain knowledge that should help them calculate average speed and collect quantitative data to measure, record, and interpret the speed and the velocity of the cars using distance-time graphs. They should also beable to use Newton's first law of motion to analyze the effects of balanced and unbalanced forces on an object's state of motion.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 130

Location: Everyday Phenomenon Demo

Original Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives, including rug or rope burns. Invite students to describe observations or experiences throughout the Experience.

Updated Text: Ask students to brainstorm any related phenomenon they may have seen in their everyday lives, including times when they rubbed their hands together for warmth. Invite students to describe observations or experiences throughout the Experience.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 264

Location: Differentiated Instruction

Original Text: N/A

Updated Text: SPECIAL NEEDS Signaling
Students who have speech impairments may benefit from having special signals with the teacher to show that they understand or that they need some help with a concept, especially during the Key Ideas Presentation.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 424

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their final answers should explain why life as we know it is not possible on Venus.

Updated Text: Remind students of the question they were asked at the start of the Experience. Students considered why humans can't live on Venus, even though it is considered Earth's twin. During the class discussion, do not focus on wrong or right answers. Instead, ask
students to explain their reasoning. Encourage students to join the discussion to add their logic or provide different perspectives based on activities from the experience, such as the Data Analysis activity where students examined the characteristics of Earth that support living things. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their final answers should explain why life as we know it is not possible on Venus.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 342

Location: Exit Ticket bottom of page, added answer

Original Text: EXIT TICKET

Ask How similar to its parent is a young organism produced by asexual reproduction?

Updated Text: EXIT TICKET

Ask How similar to its parent is a young organism produced by asexual reproduction? (In asexual reproduction, the young organism is identical to its parent.)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 112

Location: Topic 2, Experience 2 Quiz: Q1 and Q5

Original Text: Q1
A distance-time graph shows how an object's distance from a starting point changes over time.

Speed is equal to the value of the _____ of the line on a distance-time graph.

If the slope is positive, the distance from the starting point is _____.

If the slope is negative, the distance from the starting point is _____.

If the slope is zero, the distance from the starting point is _____.

Which terms, in order of appearance, best complete the sentences about distance-time graphs?

A. slope; decreasing; decreasing; decreasing

B. [Answer: slope; increasing; decreasing; not changing]

C. x-axis; not changing; increasing; not changing

D. x-axis; decreasing; not changing; increasing

Q5
Between which two times is the toy car moving at the greatest acceleration?
Explain your answer.

Scoring Rubric:

1 pt: Student identifies the time interval with the fastest speed as 9–11 s.

1 pt: Student explains that the value of slope is equal to speed.

1 pt: Student explains that the steeper the slope, the higher the speed.

The car is moving fastest between 9–11 s. . . .

Updated Text: Q1
A distance-time graph shows how the distance an object travels changes over time.

Speed is equal to the value of the _____ of the line on a distance-time graph.

If the slope is flat, the object's speed is _____.

If the slope is shallow, the object's speed is _____.

If the slope is steep, the object's speed is _____.

Which terms, in order of appearance, best complete the sentences about
distance-time graphs?

A. slope; faster; slower; zero

B. [Answer: slope; zero; slower; faster]

C. x-axis; not changing; increasing; not changing

D. x-axis; decreasing; not changing; increasing

Q5

[description of art change: Original showed third line segment from (x7,y2) to (x9,y2) and final line segment from (x9,y2) to (x11,y0). New art shows third line segment from (x7,y2) to (x10,y2) and final line segment from (x10,y2) to (x11,y3)]

Between which two times is the toy car moving at the greatest speed?
Explain your answer.

Scoring Rubric:

1 pt: Student identifies the time interval with the fastest speed as 10–11 s.

1 pt: Student explains that the value of slope is equal to speed.

1 pt: Student explains that the steeper the slope, the higher the speed.

The car is moving fastest between 10–11 s. . . .

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 195

Location: Revisit Everyday Phenomenon

Original Text: . . . Remind students
that their final models should explain why Iceland is tearing apart.

Updated Text: . . . Remind students that their final explanation should describe the geological processes that caused similar fossils to be found on distant continents.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 362

Location: N/A content added to side column

Original Text: N/A

Updated Text: Home Connection
Physical Therapy Ask students if anyone has ever had physical therapy to address an injury, such as a broken bone or damaged muscle. If students are willing to share, ask what types of exercises they performed and the effect it had on their injury.

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

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 22

Location: Bottom of page

Original Text: N/A

Updated Text: Differentiated Instruction
SPECIAL NEEDS

Students with speech impairments may benefit from having frequent checks for understanding, especially during the Key Ideas Presentation on Elements and Compounds.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 72

Location: Blue Objective box

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: Objective
• Students will calculate the average speed of objects by using distance and time measurements.
• Students will distinguish between speed and velocity in linear motion.

Updated Text: Objectives
• Students will calculate the average speed of objects by using distance and time measurements and consider how scale and proportion affects speed.

• Students will analyze data and observations to distinguish between speed and velocity in linear motion. They will use scientific practices to plan an experimental investigation and assess the factors that could affect an object's constant speed.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 137

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Students may refer back to the Hands-On Lab, citing what they observed about temperature and kinetic energy as they explored diffusion. Students may also bring up what they read about sliding friction in the Read About It. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 274

Location: Blue Objective box

Original Text: Objective

• Students will describe the characteristics of organisms in the domains Archaea and Bacteria and their importance in ecosystems.

Updated Text: Objective

• Students will model and describe the characteristics of organisms in the domains Archaea and Bacteria and their function in ecosystems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 424

Location: Exit Ticket

Original Text: Have students draw and label a diagram of Earth. They should use labels and captions to explain how the planet supports life. As an alternative exit ticket, have students write a 5–6 sentence paragraph that explains the conditions that support life on Earth.

Updated Text: Have students draw and label a diagram of Earth. They should use labels and captions to explain how the planet supports life.

Alternative Exit Ticket Have students write a 5–6 sentence paragraph that explains the conditions that support life on Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 344

Location: top side column reference

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 119

Location: Key Ideas Presentation, Slides 2, 3; art & Teacher Notes

Original Text: Teacher Notes

How can you interpret a distance-time graph?

Teacher Support

Use the first slide to ask students to make some initial observations about the graph. Then use the second slide to define slope and the different types of slopes that appear. Ask What does the vertical axis show? (distance from a starting point) What does the horizontal axis show? (time) Explain • When the slope is positive, the line slants upward from left to right; distance increases with time. That means the object is moving away from the starting point, so velocity is positive. • When the line is flat, the object has zero speed. The distance-time graph of a car that is stopped at a red light will have a plateau. The longer that flat line, the longer the object is motionless. • A steeper slope means greater speed. • When a line slants downward from left to right, it means the object is moving back toward the starting point. If it drops all the way back to the x-axis, the 2 • object is back at the starting point. Ask Could you find a vertical line on a distance-time graph? Explain why or why not. (It is impossible because a vertical line would mean the object moves a distance without any time passing. It would be in many places at the same time. But depending on the scales of the graph, a slope could look very steep.)

Updated Text: graph revised so that final line segment has a positive slope
Teacher Notes

How can you interpret a distance-time graph?

Teacher Support
Use the first slide to ask students to make some initial observations about the graph. Then use the second slide to define slope and the different types of slopes that appear.

Ask What does the vertical axis show? (distance from a starting point) What does the horizontal axis show? (time)

Explain
When the distance an object travels increases with time, the line slants upward from left to right: we say the slope is positive. A steeper slope means greater speed.
A steeper slope means greater speed—the object is traveling faster. A shallower slope means less speed—the object is traveling slower.
When the line is flat, we say it has a flat or zero slope. A flat slope means the object has zero speed (it has stopped). The distance-time graph of a car that is stopped at a red light will have a plateau. The longer that flat line, the longer the object is motionless.

Ask Could you find a vertical line on a distance-time graph? Explain why or why not. (It is impossible because a vertical line would mean the object moves a distance without any time passing. It would be in many places at the same time. But depending on the scales of the graph, a slope could look very steep.)

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 198

Location: Blue Objective box

Original Text: Objective

• Students will learn about how interacting tectonic plates can cause volcanoes and volcanic eruptions, including supervolcanoes and hot spots.

Updated Text: Objective

• Students will develop and use models to investigate how interacting tectonic plates can cause volcanoes and volcanic eruptions, including supervolcanoes and hot spots.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 362

Location: Blue Objective box

Original Text: Objective
• Students will describe the hierarchical organization of cells,
tissues, organs, and organ systems in plants and animals.

Updated Text: Objective
• Students will analyze and explain the hierarchical organization of cells, tissues, organs, and organ systems in plants and animals individually and collaboratively in a variety of settings and formats.
•Students will explore and develop explanations for how energy, matter, and nutrients flow and are recycled within the biosphere.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 23

Location: Revisit Everyday Phenomenon

Original Text: Remind students that their final answers need to explain the difference between the gases, which are elements, and water, a compound.

Updated Text: Remind students that their final answers should explain what happened to the starting substances (hydrogen gas and oxygen gas) and identify the difference between the gases, which are elements, and water, which is a compound.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 74

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Video Support To help students who have hearing impairments, turn on the subtitles for the Hands-On Lab Video, which makes it easier for students to follow along.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 140

Location: Blue Objective box

Original Text: Objective

• Students will explore how thermal energy moves into, out of, and within systems through conduction, convection, and radiation.

Updated Text: Objective

Students will use models to analyze and explain how thermal energy moves into, out of, and within systems through conduction, convection, and radiation.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 284

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should be able to conclude that the colors in the hot spring are caused by archaebacteria that can live in extreme environments.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 517

Location: STEAM Activity

Original Text: WHAT WOULD IT TAKE FOR HUMANS TO COLONIZE ANOTHER PLANET? Students research and prepare a brochure detailing the steps needed to make another place in our solar system habitable for human colonization. Students develop a solution for solving problems humans would face colonizing a new celestial body.

Updated Text: WHAT WOULD IT TAKE FOR HUMANS TO COLONIZE ANOTHER PLANET? Students research and prepare a brochure detailing the steps needed to make another place in our solar system habitable for human colonization. Students develop a solution for solving problems humans would face colonizing a different celestial body.

Materials paper, drawing materials, scissors, ruler, glue, and tape, reading materials, computer and printer, Internet access, online brochure templates

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 345

Location: bottom of page

Original Text: N/A

Updated Text: Differentiated Instruction

SPECIAL NEEDS Visual Aids Students with hearing impairments may benefit from having additional visual aids during the Key Ideas Video, such as picture handouts or tactile materials to model how the traits are passed.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Component: ***Grade 7 Digital Components***

ISBN: 9781428553897

Current Page Number(s): 119

Location: Key Ideas Presentation, Slides 6, 7; art & Teacher Notes

Original Text: Teacher Notes

How can you plot a distance-time graph?

Teacher Support
Use the first slide text to ask students to make some initial observations of the two distance-time graphs. Use the second slide to discuss what the different graphs represent.

Ask What do you make of the up-and-down shape of the second graph shown here? What does it tell you about the object? (Something was moving away from and back toward the starting point, four different times.)
Explain
• The upper graph shows a swimmer's progress and speed.
• The lower graph shows a sandpiper, a small shorebird, moving toward the water to find food, and then scurrying away as waves come in. Because some waves wash farther up the beach than others, the second and third peaks on the graph are smaller. The bird has less time and space in which to run toward the water and peck at the sand for food.
Ask What do you think the flat plateaus on the graph represent? What was the
9
bird doing? (standing in place and pecking at the sand; not moving toward or away from the water)
Try It Out
Develop Models As a class, have a student model the motion of the sandpiper while others record distances and time. The student can be tasked with some kind of feeding activity, such as picking up twenty marbles or pennies at three pre-determined "feeding grounds" set at specific distances from a starting point.

Updated Text: y-axis label changed to "Displacement"

How can you plot a distance-time graph?

Teacher Support
Use the first slide text to ask students to make some initial observations of the two distance-time graphs. Use the second slide to discuss what the different graphs represent.

Ask What is different between the first graph and the second graph? (The first graph has "distance" on the y axis; the second graph has "displacement" on the y axis. The first graph has a straight line going up, but the second graph has a jagged line going up and down.) If the second graph shows displacement, what does the jagged line tell you about the object's motion? (The object was moving away from and back toward the starting point, four different times.)

Explain
The upper graph shows a swimmer's progress and speed.

The lower graph is a displacement-time graph. It shows the velocity of a moving object. The vertical (y) axis shows the displacement (distance from a specific starting point). The horizontal (x) axis shows time. This graph can have a positive, zero, or negative slope. In a displacement-time graph, a negative slope means that the object is moving back toward the starting point.
This graph represents the way a sandpiper (a small shore bird) moves toward and away from the water on a beach. It moves toward the water and stops to find food, then it scurries away as waves come in. Some waves wash farther up the beach than others, so the second and third peaks on the graph are smaller. The bird has less time and space in which to run toward the water and peck at the sand for food.

Ask What do you think the flat plateaus on the graph represent? What was the bird doing? (standing in place and pecking at the sand; not moving toward or away from the water)

Try It Out
Develop Models As a class, have a student model the motion of the sandpiper while others record distances and time. The student can be tasked with some kind of feeding activity, such as picking up twenty marbles or pennies at three pre-determined “feeding grounds” set at specific distances from a starting point.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 214

Location: Launch the Anchoring Phenomenon

Original Text: PHENOMENON INTRODUCTION Students watch a video that introduces energy and defense of the human body through the circulatory, respiratory, digestive, urinary, integumentary, and immune systems and how athletes know when their body is competition ready. Throughout the Topic, students will gain knowledge that would help them explain that athletes utilize all these body systems to ensure that their body is competition ready while gaining knowledge on the main functions of the six body systems.

Updated Text: Students watch a video that introduces energy and defense of the human body and how athletes know when their body is competition ready. Throughout the Topic, students will learn to identify the main functions of the circulatory, respiratory, digestive, urinary, integumentary, and immune systems. This knowledge will help them explain that athletes utilize all these body systems to ensure that their body is competition ready while gaining knowledge on the main functions of the six body systems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 366

Location: Everyday Phenomenon Photo, third bullet

Original Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience.

Updated Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or

on their way to school. For example, students may note that they have a large tree in their yard with small birds living it. They can discuss how the tree and birds are similar although they appear to be so different. Invite students to share throughout the Experience.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 26

Location: Objectives section top of page

Original Text: Objective

Students will explore changes in matter and distinguish between physical and chemical changes.

Updated Text: Objectives

Students will investigate patterns and changes in matter to distinguish between physical and chemical changes.

Students will observe cause-and-effect relationships and develop explanations supported by data to distinguish between physical and chemical changes.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 84

Location: Blue Objective box

Original Text: Objective

• Students will measure, record, and interpret an object's
motion using distance-time graphs.

Updated Text: Objectives

• Students will collect quantitative data to measure, record, and interpret an object's motion using distance-time graphs.

• Students will use mathematical relationships and identify patterns in data to analyze and describe the motion of an object.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 147

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Group Work Students who struggle with group work may benefit from having an extension of time for the SEP Plan an Investigation questions of this Hands-On Lab.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 291

Location: Blue Objective box

Original Text: Objective

• Students will describe the characteristics of organisms in the
domain and their importance in ecosystems.

Updated Text: Objective

• Students will model and describe the characteristics of organisms in the domains Archaea and Bacteria and their function in ecosystems.

Component: ***Grade 7 Student Activity Companion***

ISBN: 9781428553897

Current Page Number(s): N/A

Location: Find Pictures

Original Text: Find Pictures Find an image that shows two or three of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Updated Text: Find or draw an image that shows two or three of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 349

Location: Quiz section

Original Text: Quiz

INHERITANCE AND CHANGES IN POPULATIONS For a summative assessment of this Experience, assign the Quiz. The Quiz is available as a digital version and an editable document version.

Updated Text: Quiz

HOW TRAITS ARE PASSED For a summative assessment of this Experience, assign the Quiz. The Quiz is available as a digital version and an editable document version.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 124

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the art of glass blowing, which is still used today to produce functional containers such as bottles and glasses, as well as pieces of art. Throughout the Topic, students will gain knowledge that should help

them explain the roles that thermal energy and thermal energy transfer play in the production of glass objects.

Updated Text: Students watch a video that introduces the art of glass blowing, which is still used today to produce functional containers such as bottles and glasses, as well as pieces of art. Throughout the Topic, students will gain knowledge by investigating methods of thermal energy transfer. Students will also investigate the patterns of thermal energy movement, which should help them explain the relationship between kinetic energy and temperature, and the roles that thermal energy and thermal energy transfer play in the production of glass objects.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 216

Location: Blue Objective box

Original Text: Objective

• Students will identify and model the main functions of the human circulatory and respiratory systems.

Updated Text: Objectives

• Students will identify the main functions of the human circulatory and respiratory systems.

• Students will use models to examine the parts of the human circulatory and respiratory systems and their interdependence in the function of the human organism.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 368

Location: N/AAddress Misconceptions

Original Text: N/A
All cells perform the same function. Many students will be unaware that all cells are not the same. Cells vary in shape and function. Specialized cells perform specific functions in the body. Cells often have special features that allow them to perform their individual functions effectively. For example, red blood cells do not have nuclei and are concave on both sides. These qualities enable them to carry oxygen through the body.

Updated Text: SPECIAL NEEDS Create a Flip Book To prepare for the Read-About-It section, students who struggle with organization may benefit from creating a type of flip book using different-sized pieces of paper, with the largest being an organism and the smallest being a cell, to show the different levels of organization in multicellular organisms.

Address Misconceptions
All cells perform the same function. Many students will be unaware that all cells are

not the same. Cells vary in shape and function. Specialized cells perform specific functions in the body. Cells often have special features that allow them to perform their individual functions effectively. For example, red blood cells do not have nuclei and are concave on both sides. These qualities enable them to carry oxygen through narrow vessels in the body.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 223

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that training at high altitudes helps to strengthen an athlete's circulatory and respiratory systems to aid in getting more oxygen to the body.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 375

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes they made to their initial answers.

Updated Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes they made to their initial answers. Students should consider that both plants and animals have the same levels of organization.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 27

Location: Entire page

Original Text: Everyday Phenomenon Demo

. . . burning a candle, glow sticks, tearing or dyeing paper, invisible ink, hot or cold pack.

Updated Text: Everyday Phenomenon Demo

. . . burning a candle, lighting glow sticks, tearing or dyeing paper, writing with and revealing invisible ink, activating a hot or cold pack.

Conduct the demonstration for students. Ask How did the substance change? (Answers will vary based on the demonstrations chosen. Students should describe the changes they observe.)

Everyday Phenomenon Activity

Students
use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Video as preliminary evidence. They will revisit their explanation at the end of Explain.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 85

Location: Read About It

Original Text: Use these strategies to help students make sense of the images and text, as well as to engage science skills.

• Refer students back to the Interpreting Distance-Time Graphs section of the text. Ask What does the first segment show? (It shows a constant speed away from the starting point.)

• Direct students to look at the first segment and the last segment. Ask What is similar about the first and last segments of the graph? What is different? Encourage students to look at their text for supporting evidence. (The first segment shows a steady motion away from the starting point, and the last segment shows a return to the starting point at a faster speed.)

Updated Text: Use these strategies to help students make sense of the images and text, as well as to engage science skills.

• Refer students back to the Interpreting Distance-Time Graphs section of the text. Ask What does the first segment show? (It shows that the object is moving at a constant speed of 15 km/hr.)

• Direct students to look at last two segments of the graph. Ask What is different about the object's motion in the third and fourth segments of the graph?
Encourage students to look at their text for supporting evidence. (The third segment has a steeper slope, so it shows faster speed. The fourth segment has a shallower slope, so it shows a slower speed.)

•Draw students' attention to the graph with the sandpiper. Students should understand that the bird is going back and forth toward and away from the water, not moving across the beach. Have students identify what is indicated on the vertical (y) axis and the horizontal (x) axis. Ask How is this graph different from the graph on the first page? (It has displacement on the y axis instead of distance; it has lines with positive slope and negative slope.) Ask In the displacement-time graph, what does positive slope mean? What does negative slope mean? (Positive slope means that the object is moving away from the starting point; negative slope means that the object is moving back toward the starting point.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 147

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students may think about the Hands-On Lab, where they investigated how different liquids cooled differently based on their properties. They may also refer back to the Key Ideas Presentation, where they learned about conduction, convection, and radiation. Support students as they explain their reasoning. Encourage other students to contribute their different perspectives to the conversation. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 292

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Ask students to revise their initial answers now that they have completed the Explain activities. Students should be able to conclude that mushrooms belong to the Kingdom Fungi and that their network of mycelia can be used to form packaging that can decompose.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): N/A

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of human impact on water resources. Throughout the Topic students will gain knowledge that should help them explain that many products used by humans, like detergents, contain harmful products that go down the drain and make their way into surface water, groundwater, and the ocean. These pollutants impact the health of the organisms in aquatic environments and the quality of the water we consume, cook with, and bathe in.

Updated Text: Students watch a video that introduces the phenomenon of human impact on water resources. Throughout the Topic students will investigate sources of surface water and groundwater. Students will also explore aspects of resource management and how humans can impact water systems on Earth. This knowledge will help them explain that many products used by humans, like detergents, contain harmful products that go down the drain and make their way into surface water, groundwater, and the ocean. Students will explore human dependence on ocean systems and understand that pollutants impact the health of the organisms in aquatic environments and the quality of the water we consume, cook with, and bathe in.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 350

Location: Objectives section top of page

Original Text: Objective

• Students will describe and give examples of how natural and artificial selection change the occurrence of traits in populations over generations.

Updated Text: Objectives

• Students will describe and give examples of how natural and artificial selection change the occurrence of traits in populations over generations.

• Students will develop and use models to represent the cause and effect relationship between natural and artificial selection and the change in occurrence of traits in populations over generations.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 125

Location: Blue Objective box

Original Text: Objective

• Students will explore the relationship between temperature and the kinetic energy of the molecules within a substance.

Updated Text: Objective

Students will use models to analyze and develop explanations about the relationship between temperature and the kinetic energy of the molecules within a substance.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 352

Location: Exit Ticket bottom of page, added answer

Original Text: EXIT TICKET

Ask How are artificial selection and natural selection different?

Updated Text: EXIT TICKET

Ask How are artificial selection and natural selection different? (Artificial selection is a process done by humans while natural selection is a natural process.)

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 226

Location: Blue Objective box

Original Text: Objective

• Students will identify and model the main functions of the
human digestive and urinary systems.

Updated Text: Objectives

• Students will identify the main functions of the human digestive and urinary systems.

• Students will use models to examine the parts of the human digestive and urinary systems and their interdependence in the function of the human organism.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 378

Location: Blue Objective box

Original Text: Objective
• Students will identify and model the main functions of the
nervous system in the human organism.

Updated Text: Objective
• Students will identify and model the main functions of the nervous system in the human organism by constructing appropriate tables and charts

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 36

Location: Objectives section top of page

Original Text: Objective

Students describe aqueous solutions in terms of solute and solvent, concentration, and dilution.

Students investigate how temperature, surface area, and agitation affect the rate of dissolution solutes in solutions.

Updated Text: Objectives

Students describe aqueous solutions in terms of solute and solvent, concentration, and dilution.

Students investigate how temperature, surface area, and agitation affect the rate of dissolution solutes in solutions.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 90

Location: Exit Ticket

Original Text: Alternative exit ticket Use this ticket for a quick check on student understanding.

Complete the sentence.
On a distance-time graph, a line with positive slope represents _____ speed, and a level line represents _____ speed. (positive, zero)

Updated Text: Alternative Exit Ticket Use this ticket for a quick check on student understanding.

Complete the sentences.
On a distance-time graph, a line with a steep slope indicates that an object is traveling _____ than when the line has shallow slope. (faster)

A level line indicates that the object is ____. (not moving)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 150

Location: STEAM Activity

Original Text: Students work in groups to design and build a model of a thermal chimney. The chimney is a passive solar device that produces an updraft of warm air out of a home and thus draws cooler air inside.

• Discuss the objective of the activity and show the image of a how a thermal chimney works.

Updated Text: Students work in groups to design and build a model of a thermal chimney. The chimney is a passive solar device that produces an updraft of warm air out of a home and thus draws cooler air inside.

Materials assorted building materials, construction paper (various colors), tape, scissors, thermometer, incandescent light or heat lamp, tissue paper

• Discuss the objective of the activity and show the image of a how a thermal chimney works.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 296

Location: STEAM Activity

Original Text: HOW CAN I GET DECOMPOSERS TO WORK AT HOME? Students explore compost devices and then design and build a prototype composting device. After three weeks, students evaluate, compare, and refine their designs. Students later display their production portfolio and revised prototype for other students, while discussing the role decomposers play in building soil.

Updated Text: HOW CAN I GET DECOMPOSERS TO WORK AT HOME? Students explore compost devices and then design and build a prototype composting device. After three weeks, students evaluate, compare, and refine their designs. Students later display their production portfolio and revised prototype for other students, while discussing the role decomposers play in building soil.

Materials 3 gallon or larger plastic container or tub with lid for kitchen scraps, 5 gallon or larger plastic container or tub with lid for composting, earthworms, topsoil, kitchen scraps, water, hand shovel, shredded newspaper, thermometer, dissecting microscope, Petri dish, plastic gloves, computer, Internet access or library resources

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Blue Objective box

Original Text: Objective

• Students learn about surface water in a watershed and how human activity can benefit or harm it.

Updated Text: Objectives

• Students will identify beneficial and harmful effects of human activity on surface water in a watershed.
• Students will develop models and conduct experimental investigations to investigate cause-and-effect relationships involving surface water and human activity.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 354

Location: Quick Lab

Original Text: Quick Lab

ARTIFICIAL SELECTION IN DOGS Students investigate how to select dog parents to cross to obtain offspring with specific traits. Humans often choose to breed plants and animals with certain characteristics to produce desired traits in the offspring. Students then apply their understanding of selective breeding to answer questions about artificial selection and its effects on populations.

• If necessary, remind students that artificial selection is used to breed both plants and animals.
• To extend student learning, you could ask students to research a plant and an animal that has been developed through artificial selection. Have students prepare a slide presentation that describes the desired traits of the organism they researched.

Updated Text: Quick Lab

ARTIFICIAL SELECTION IN DOGS Students investigate how to select dog parents to cross to obtain offspring with specific traits. Humans often choose to breed plants and animals with certain characteristics to produce desired traits in the offspring. Students then apply their understanding of selective breeding to answer questions about artificial selection and its effects on populations.

Materials none

• If necessary, remind students that artificial selection is used to breed both plants and animals.
• To extend student learning, you could ask students to research a plant and an animal that has been developed through artificial selection. Have students prepare a slide presentation that describes the desired traits of the organism they researched.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 227

Location: Elaborate Column

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is there a benefit to taking vitamins and supplements?
Students practice evaluating resources for credibility, accuracy, and methods
used to determine the cost-effectiveness of taking vitamins or supplements. Students make an informed decision about whether people should consider taking vitamins or
supplements.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 385

Location: Blue Objective box

Original Text: Objective
• Students will identify and model the main functions of the
endocrine and reproductive systems in the human organism.

Updated Text: Objective
• Students will analyze and model the main functions of the endocrine and reproductive systems in the human organism and identify the advantages and limitations of those models.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 38

Location: Everyday Phenomenon Activity

Original Text: Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Video as preliminary evidence. They will revise this explanation throughout the Topic as they gather new information and evidence.

Updated Text: Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Demo as preliminary evidence. They will revisit their explanation at the end of Explain.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 92

Location: STEAM Activity

Original Text: Students use digital photography to record images of an object's motion over time and assemble a series of images into a distance-time graph.

• Discuss the introductory paragraphs of the activity before getting started to ensure student understanding.

Updated Text: Students use digital photography to record images of an object's motion over time and assemble a series of images into a distance-time graph.

Materials digital camera, tripod, masking tape, meter stick or measuring tape, an object that will roll or can be dragged on a string (e.g. rubber ball, marble, or toy car), computer with video and photo software

• Discuss the introductory paragraphs of the activity before getting started to ensure student understanding.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 157

Location: Blue Objective box

Original Text: Objective

• Students will explore how thermal energy flows in a predictable pattern in systems from warmer to cooler objects until thermal equilibrium is reached.

Updated Text: Objective

Students will identify patterns to analyze and explain how thermal energy flows in a predictable pattern in systems from warmer to cooler objects until thermal equilibrium is reached.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 296

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a different sentence using the word “essential.”
Sleep, exercise, and diet are three things that are essential to good health.

Updated Text: Academic Vocabulary Read the following sentence and then write a different sentence using the term in bold.
Sleep, exercise, and diet are three things that are essential to good health.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers about the Barton Springs salamander now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that human activities can negatively impact surface water which in turn can affect the health of the Barton Springs salamander.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 359

Location: Revisit Anchoring Phenomenon section

Original Text: Revisit Anchoring Phenomenon

As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that the longhorn cattle’s horns changed size due to natural and artificial selection. This relates to the idea that offspring do not always resemble their parents. Longhorn cattle offspring with shorter horns would be less likely to survive and reproduce than those with longer horns since the horns were naturally selected for, even though the cattle were also artificially selected for the long horn trait.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Updated Text: Revisit Anchoring Phenomenon

As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that the longhorn cattle's horns changed size due to natural and artificial selection. This relates to the idea that offspring do not always resemble their parents. Longhorn cattle offspring with shorter horns would be less likely to survive and reproduce than those with longer horns since the horns were naturally selected for, even though the cattle were also artificially selected for the long horn trait. Students should also indicate that the zedonk in the Anchoring Phenomenon may also be due to artificial selection and since the donkey and zebra reproduced asexually, the zedonk has traits from each parent but does not look identical to either one.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 231

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Multi-step Tasks Students who struggle with organization may benefit from being given multi-step tasks, rather than being given the materials outright, and asked how they can model how their body digests food, absorbs nutrients, and eliminates waste.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 388

Location: Blue Objective box

Original Text: Objective
• Students will identify and model the main functions of the
skeletal and muscular systems of the human organism.

Updated Text: Objective
• Students will identify and model the main functions of the skeletal and muscular systems of the human organism and examine the parts of those systems and their interdependence.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 43

Location: Revisit Everyday Phenomenon

Original Text: Remind students that their final answers need to explain the difference between the gases, which are elements, and water, which is a compound.

Updated Text: Remind students to use vocabulary such as "solution," "solute," and "concentration" in their revised answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 94

Location: Blue Objective box

Original Text: Objective

• Students will analyze the effect of balanced and unbalanced forces on an object's state of motion using Newton's first law of motion.

Updated Text: Objective

• Students will investigate the effects of balanced and unbalanced forces on an object's state of motion and use Newton's first law of motion to analyze these effects.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 157

Location: N/A

Original Text: N/A

Updated Text: Revisit Everyday Phenomenon

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Have students reconsider the question, why will both objects reach the same temperature? During the class discussion, students may refer back to the Data Analysis activity where they observed patterns related to the movement of thermal energy. Encourage students to share their different perspectives during the conversation. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 300

Location: Slides 6-8

Original Text: N/A

Updated Text: Updated classification art

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): Slides 6-8

Location: Blue Objective box

Original Text: Objective

• Students will learn about groundwater forms and how human activity can benefit or harm groundwater.

Updated Text: Objectives

• Students will identify beneficial and harmful effects of human activity on groundwater in a watershed.
• Students will develop models and conduct experimental investigations to investigate cause-and-effect relationships involving groundwater and human activity.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 478

Location: Share with a Partner, bottom of page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 233

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that different colors of urine could indicate dehydration or a nutrient deficiency that could impact an athlete's performance in competition.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 395

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to STEAM Activity)
Materials poster board, writing materials, scissors, tape, glue, magazines, computer, Internet access

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 99

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a new sentence using the word magnitude.
He did not understand the magnitude of the leak until part of the ceiling fell.

Updated Text: Academic Vocabulary Read the following sentence and then write a new sentence using the term in bold.
He did not understand the magnitude of the leak until part of the ceiling fell.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 158

Location: Exit Ticket

Original Text: You pour room temperature water (78ºC) into a cup of ice that is 32ºC. After some time, what is the temperature of your beverage most likely to be? Explain your answer choice.

a. 85ºC

b. 78ºC

c. 55ºC

d. 32ºC

(c. 55ºC; As energy moves from the water to the ice, energy transfer will continue to occur until the two have met equilibrium. The thermal energy of the water will decrease and the thermal energy of the ice will increase, resulting in a final temperature that is somewhere in the middle.)

Updated Text: You have a cup with 500 mL of room temperature water (78ºC). You add several ice cubes that are 32ºC. After some time, what will be the temperature of the contents of the cup?

a. 85ºC

b. 55ºC

c. 32ºC

(b. 55ºC; Thermal energy moves from the water to the ice. The thermal energy of the water will decrease and the thermal energy of the ice will increase, resulting in a temperature between the two original temperatures.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 302

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces them to the habitat and wildlife in the Texas Plains. The video focuses on how ocelots recycle both matter and energy. Throughout the Topic, students will learn how all organisms are connected in ecosystems and how energy moves throughout the system. They will understand that matter and nutrients are recycled.

Updated Text: Students watch a video that introduces them to the habitat and wildlife in the Texas Plains. The video focuses on how ocelots recycle both matter and energy. Throughout the Topic, students will diagram energy roles and describe the continuous flow of energy and the cycling of matter in ecosystems. In addition, they will also learn how all organisms are connected in ecosystems and how energy moves throughout the Texas Plains ecosystem. They will understand that matter and nutrients are recycled.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Elaborate Column

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is bottled water better than tap water? Students practice evaluating resources for credibility, accuracy, and methods used to determine the cost-effectiveness of drinking bottled versus tap water.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): worksheet, student

Location: Share with a Partner, bottom of 1st page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 236

Location: Blue Objective box

Original Text: Objective

• Students will identify and model the main functions of the
human integumentary and immune systems.

Updated Text: Objectives

• Students will identify and model the main functions of the human integumentary and immune systems.

• Students will use models to examine the parts of the human integumentary and immune systems and their interdependence in the function of the human organism.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 406

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a meteor in the sky
above Texas. Throughout the Topic, students will gain knowledge that should help
them describe the properties and characteristics of objects in the solar system
such as meteoroids, which become meteors when they enter Earth's atmosphere.
Gravity affects all objects in the solar system and governs their movements, which
helps explain why meteoroids sometimes strike Earth.

Updated Text: Students watch a video that introduces the phenomenon of a meteor in the sky
above Texas. Throughout the Topic, students will investigate the properties and characteristics of objects in the solar system
such as meteoroids, which become meteors when they enter Earth's atmosphere. They will also discover how
gravity affects all objects in the solar system and governs their movements. This knowledge will help them identify the object that streaked across the Texas sky and describe that gravity was the reason the meteoroid fell to Earth.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 103

Location: Heading Interpreting Distance-Time Graphs and art, and art text

Original Text: A distance-time graph plots an object's distance from a starting
point over time. Distance is on the vertical (y) axis, and time is on the
horizontal (x) axis. The slope of a graph at a point is the steepness of
the graph at that point. If the graph is a line segment, the slope of
that segment is calculated as "the rise over the run," or the change
in y divided by the change in x. Slope may be positive or negative. In
both cases, steepness of the slope reflects speed. For an object with a
constant speed, the graph would only be a straight line. But if the speed
of the object varies, a graph is an excellent way to show the changes.
Graphs are also a good way to identify patterns in motion.

Label 1
The positive
slope of the first
segment indicates

motion away from
the starting point.
Label 2
The steeper slope of the
third segment shows a
higher speed than in
the first segment.
Label 3
The negative slope of
the fourth segment
indicates that the
object is returning
to the starting point.

Updated Text: A distance-time graph plots the distance an object travels over time. Distance is on the vertical (y) axis, and time is on the horizontal (x) axis. The slope of a graph at a point is the steepness of
the graph at that point. If the graph is a line segment, the slope of that segment is calculated as “the rise over the run,” or the change in y divided by the change in x. The slope of a line can vary. In a distance-time graph, a steep slope indicates a faster speed, while a shallow slope indicates a slower speed. For an object with a constant speed, the graph would be a steady line. But if the speed
of the object varies, its slope will become steeper or shallower. Graphs also help to identify patterns in motion.
(Graph was updated so that the last segment with a negative slope was changed to a positive slope.)
Label 1
The positive slope of the first segment indicates that the object is traveling over a distance.
Label 2
The steeper slope of the third segment shows that the object is moving at a higher speed than in the first segment.
Label 3
The shallower slope of the fourth segment shows the object is moving at a slower speed.

Component: ***Grade 7 Student Activity Companion***

ISBN: 9781418398637

Current Page Number(s): 164

Location: Share with a partner/Identify the meaning

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner’s definitions. Discuss any differences and see whether you can agree on a definition.

Identify the Meaning Read each sentence. Match the correct definition to the highlighted word.
Write the letter in the space provided.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner’s definitions. Discuss any differences and see whether you can agree on a definition.

Identify the Meaning Read each sentence. Match the correct definition to the bold word.
Write the letter in the space provided.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 309

Location: Blue Objective box

Original Text: Objective

• Students will diagram energy roles in an ecosystem and explain how the available energy decreases from one trophic level to the next in an energy pyramid.

• Students will construct explanations on the cycling of matter and energy in ecosystems.

Updated Text: Objectives

• Students will diagram and analyze energy roles in an ecosystem and explain how the available energy decreases from one trophic level to the next in an energy pyramid.

• Students will develop and use models to construct explanations on the cycling of matter and energy in ecosystems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Differentiated Instruction

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Peer Assistance Students with language impairments may benefit from having a peer take notes for them while watching the Key Ideas Video on Groundwater.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 105

Location: Heading Plotting Distance-Time Graphs

Original Text: Graphing motion requires knowing where an object is at a given time. If speed is steady, a straight line can be drawn through the plotted points. Of course, you want to be sure to define your starting point and positive and negative distance when you make a graph.

Graphing Nonuniform Motion For a more complicated case of motion, the distance-time graph can be irregular. For example, the way a sandpiper moves up and down on a beach is represented by a jagged line.
Distance

Updated Text: Graphing motion requires knowing the distance a moving object has traveled at a given time. If an object's speed is steady, a straight line can be drawn through the plotted points. Of course, you want to be sure to define your

units of time and distance when you make a graph.
A displacement-time graph shows the velocity of a moving object. The vertical (y) axis shows the displacement rather than distance. A negative slope means that the object is moving back toward the starting point.

Graphing Nonuniform Motion This displacement-time graph represents the way a sandpiper moves toward and away from the water on a beach. Note that the sandpiper is moving only forward and backward, not right or left.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of the island of Iceland tearing apart. Throughout the Topic, students will learn to describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic activity. This knowledge will help them draw and explain how the spreading of two tectonic plates at a divergent boundary driven by convection currents in the mantle is causing the island to split apart.

Updated Text: Launch the Anchoring Phenomenon

In this Topic, students will analyze data and identify patterns to describe how plate tectonics has caused Earth to change over time. Students watch a video that introduces the phenomenon of the island of Iceland tearing apart. Throughout the Topic, students will learn to describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic activity. This knowledge will help them draw and explain how the spreading of two tectonic plates at a divergent boundary driven by convection currents in the mantle is causing the island to split apart.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 312

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Student Assistant Students who need tactile experiences may benefit from being the teacher’s assistant while doing the demonstration, which involves pouring the water from one beaker to another to show how energy flows through the system.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Experience. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers about how water under the ground is used now that they have completed the Experience. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that groundwater is used in agriculture for growing crops and as water for livestock that are used for food.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): worksheet, teacher

Location: Share with a Partner, bottom of 1st page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 52

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 243

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that the skin acts a barrier to keep out infectious agents that can cause illness and impact how well an athlete can compete.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 408

Location: Blue Objective box

Original Text: Objective

Students will learn about the physical properties, locations, and movements of the sun, planets and their moons, and other major objects within the solar system.

Updated Text: Objectives

• Students will model the physical properties, locations, and movements of the sun, planets and their moons, and other major objects within the solar system.
• Students will analyze quantitative data to determine a scale for their model of the solar system and will communicate their explanations in a group discussion.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 108

Location: Q2

Original Text: 2. Half of a pendulum swing is shown by the distance-time graph below. Which of the following sets of phrases best describe the motion sequence?

Updated Text: 2. Three students run a 10-km race. Saavi runs 5 km in 20 minutes, stops for 10 minutes, then runs 5 km in 30 minutes. Sal runs 10 km in 55 minutes. Sara runs 5 km in 30 minutes, then runs 5 km in 25 minutes. Use this data to create a graph describing the students' motion. Then interpret the graph to answer the questions. Which runner reaches the fastest speed during the race? Who wins the race?
(graph of pendulum swinging was removed, replaced with space for students to construct their own graph using the above data)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 168

Location: Blue Objective box

Original Text: Objective

• Students will learn about and describe how fossils, plate tectonics, and superposition provide evidence that Earth has changed over time.

Updated Text: Objectives

• Students will identify patterns to connect how fossils, plate tectonics, and superposition provide evidence that Earth has changed over time.

• Students will relate evidence from past and current research to the development of hypotheses and theories about Earth's change over time.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 313

Location: Hands-On Lab

Original Text: N/A

Updated Text: Open Lab Materials energy diagram template, scissors, removable clear tape, nature magazines, Internet and printer access

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Blue Objective box

Original Text: Objective

• Students will learn about the parts of the ocean system, the ways humans depend on this system, and how human activities influence it.

Updated Text: Objectives

• Students will investigate the parts of the ocean system, the ways humans depend on this system, and how human activities influence it.
• Students will engage respectfully in scientific argumentation to communicate explanations on the cause-and-effect relationships between the ocean system and human activities.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 479

Location: Academic Vocabulary, top of page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 54

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 244

Location: STEAM Activity

Original Text: WHY IS CLEAN DRINKING WATER IMPORTANT? Students work in groups and use map scales to compare the Soho area of London with an area in their city. They will research and compare how waste was handled in 1854 and today. Finally, students will write a persuasive letter to explain what they learned from their research and why clean drinking water is important.

Updated Text: WHY IS CLEAN DRINKING WATER IMPORTANT? Students work in groups and use map scales to compare the Soho area of London with an area in their city. They will research and compare how waste was handled in 1854 and today. Finally, students will write a persuasive letter to explain what they learned from their research and why clean drinking water is important.

Materials Internet access, computer, writing materials, library resources, ruler, 1854 cholera data map

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 409

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Remind students that they were asked why the planets appear in a straight line at the start of the Experience. Encourage students to discuss their thoughts, calling on information gained through activities they completed during the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. For example, students may think about what they read in the Read

About it, or what they observed during the Hands-On Lab where they investigated scale and distance in the solar system. Ask students to revise their
initial answers now that they have completed the Explain activities. Consider
pairing students and have them discuss the changes each of them made to their
initial answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): Throughout Topic Overview

Location: New line at end of Home Connection box

Original Text: N/A

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

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 109

Location: Revisit Anchoring Phenomenon

Original Text: Think back to the Anchoring Phenomenon, How can you
represent the motion of the cars? Now that you have collected
more evidence and information, use the Claim-Evidence-
Reasoning framework to write your final explanation of the
phenomenon.

Updated Text: Think back to the Anchoring Phenomenon, How can you
represent the motion of the cars? Now that you have collected
more evidence and information, review your model and write your final explanation of the phenomenon.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 175

Location: Exit Ticket

Original Text: As an alternative exit ticket, have students draw and label one or more
diagrams for a poster that shows evidence from fossils and rock layers that
supports the idea that Earth has changed over time. Provide poster paper and
colored pencils or markers for making posters.

Updated Text: Alternative Exit Ticket Have students draw and label a
diagram of rock layers and fossils depicting superposition. Have students label the rock layers from oldest to youngest.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 315

Location: Blue Objective box

Original Text: Objective

• Students will explore how energy, matter, and nutrients flow
and are recycled within the biosphere.

Updated Text: Objective

•Students will explore and develop explanations for how energy, matter, and nutrients flow and are recycled within the biosphere.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed
at the start of this Experience. During the class discussion, do not focus on wrong
or right answers. Instead ask students to explain their reasoning. Other students
may then join the discussion to add their logic or provide different perspectives.
Ask students to revise their initial answers now that they have completed the
Explain activities. Consider pairing students and have them discuss the changes
each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed
at the start of this Experience. During the class discussion, do not focus on wrong
or right answers. Instead ask students to explain their reasoning. Other students
may then join the discussion to add their logic or provide different perspectives.
Ask students to revise their initial answers now that they have completed the
Explain activities. Consider pairing students and have them discuss the changes
each of them made to their initial answers. Students should conclude that human activities, like developing artificial reefs, can impact the ocean in a positive way by increasing opportunities to grow types of seafood like oysters and provide jobs and income.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): worksheet, student

Location: Academic Vocabulary, top of 2nd page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 57

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

Original Text: Initial list of TEKS standards

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

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 248

Location: Find Pictures

Original Text: Find Pictures Find an image that shows four or five of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Updated Text: Find Pictures Find or draw an image that shows four or five of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 416

Location: Blue Objective box

Original Text: Objective

• Students will learn how gravity affects the orbital motion of solar system objects.

Updated Text: Objectives

• Students will model how gravity affects the orbital motion of solar system objects.
• Students will use models to conduct investigations to analyze how differences in the quantity of mass and distance affect gravitational force between objects.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 109

Location: Topic 2, Experience 1 Quiz: Q6 answer

Original Text: 130 m / 100 s West = 1.3 m/s West]

Updated Text: 130 m West /120 s = 1.08 m/s West]

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 178

Location: Blue Objective box

Original Text: Objective

• Students will learn about how Earth's tectonic plates interact and are responsible for mountain building and ocean basin formation.

Updated Text: Objective

• Students will investigate and model cause-and effect relationships between interacting tectonic plates and changes to Earth's surface, such as mountain building and ocean basin formation.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 319

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should have enough information to answer the second question. Have students do a Think, Pair, Share before recording their answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should have enough information regarding the cycling of matter and energy in an ecosystem to identify the role of worms in a garden in the second question. Have students do a Think, Pair, Share before recording their answers.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Location: STEAM Activity

Original Text: HOW CAN YOU REMOVE PLASTIC DEBRIS FROM WATER? Students design and build a model of a device that can remove plastic pollution from a body of water.

Updated Text: HOW CAN YOU REMOVE PLASTIC DEBRIS FROM WATER? Students design and build a model of a device that can remove plastic pollution from a body of water.

Materials plastic container, such as an empty tub; screen mesh, fish netting, small fishing bobbers, pipe cleaners, wide container, string, plastic bottle caps, corks, water, filter-type material, such as cheesecloth; coffee filters, other upcycled craft materials

Component: ***Grade 7 Digital Components***

ISBN: 9781428553897

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): worksheet, teacher

Location: Academic Vocabulary, top of 2nd page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 61

Location: We added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity
Title of activity

Updated Text: STRIVING Title of activity
CHALLENGE Title of activity

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 249

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word nutrients.
Miguel eats a lot of vegetables to get nutrients to make him strong.

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.
Miguel eats a lot of vegetables to get nutrients to make him strong.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 422

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students if they want to choose a different explanation now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their choice should correctly explain why Saturn's moons move at different speeds around the planet.

Updated Text: Review the question about the moons around Saturn moving at different speeds. Encourage students to share their thoughts. During the class discussion, do not focus on wrong or right answers. Instead, ask

students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Students can use information they gained from activities throughout the Experience, such as the Hands-On Lab where they explored gravity in the solar system. Ask students if they want to choose a different explanation now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their choice should correctly explain why Saturn's moons move at different speeds around the planet.

Publisher: TPS Publishing

Science, Grade 7

Program: *STEAM into Science - Grade 7 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:
View Current Content

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes
Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Publisher: Summit K12 Holdings

Science, Grade 7

Program: *Dynamic Science 7th Grade: ELPS*

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: ***Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Component: ***Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: 7.13A Lesson Guide -- Under Key Concepts -- Gear Activity ' Hormonal Day' Endocrine System Board Game"

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Added game cards to the teacher directions

Publisher: Carolina Biological Supply Company

Science, Grade 8

Program: *Science Bits, Grade 8 program: TEKS*

Component: ***Science Bits Grade 8***

ISBN: 9781435029989

Current Page Number(s): slide 8

Location: Unit: Climate, Lesson 2, Slide 8 - the first sentence

Original Text: In fact, it seems that the further north a city is located, the lower it's average temperature.

Updated Text: In fact, it seems that the further north a city is located in the Northern Hemisphere, the lower its average temperature.

Component: ***Science Bits Grade 8***

ISBN: 9781435029989

Current Page Number(s): slide 8

Location: Unit: Climate, Lesson 2, Slide 8 - the first sentence

Original Text: In fact, it seems that the further north a city is located, the lower it's average temperature.

Updated Text: In fact, it seems that the further north a city is located in the Northern Hemisphere, the lower its average temperature.

Publisher: Green Ninja

Science, Grade 8

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: First two sections

Link to Updated Content:

View Updated Content

Original Text: Green Ninja is delighted to present to you our Grade 8 integrated science curriculum. Our curriculum is designed around the TEKS and ELPS, and one of our primary goals is to make learning science fun and engaging. We take to heart the notion that giving students opportunities to work on real-world problems can promote science learning and student engagement and a full description of the research behind the curriculum and the instruction design is provided at https://www.greenninja.org/texas/. The core of the curriculum is helping to make science fun and interesting for students. Student motivation is a critical component of learning, so our goal is to help teachers make their classes as engaging for students as possible. We recognize that beginning to teach a new curriculum is not always a smooth process, so we've tried to make this shift to new territory as easy as possible. If you have any questions or comments, urgent or non-urgent, or anywhere in between, please send us a message (e.g., via the Contact Us button on each webpage or email at contact@greenninja.org). Grade Storyline The overall theme for the integrated Grade 8 curriculum is Dealing with Change. A brief outline of the year-long sequence of units and the associated culminating experiences is provided below. The year begins with Unit 1, Transportation, an investigation into how people get from one place to another using the principles of science. Students will develop an understanding of forces, energy transfer, and Newton's Laws of Motion. A roller coaster, a bicycle, and a hovercraft are all interesting forms of transport that obey the rules of science. In the culminating project, students will produce a proposal for a form of sustainable transportation. The topic for Unit 2 is Monarchs. Students learn of the story of Alejandra as she and her family observe changes in the migration patterns of monarch butterflies. The unit investigates possible causes for the changes—the relationships with milkweed, the monarchs' source of food, and the traits that are inherited. Students create a cell city to understand the structures and functions of cells. They learn to describe the processes of succession after an ecosystem disruption. The culminating project focuses on the survival of the monarchs. Unit 3, Weather and Climate, focuses on the physics of hurricane formation. To find out how hurricanes form, students will learn about the key drivers of weather, and then move on to climate. The lessons on the greenhouse effect lead into climate change, both natural and influenced by human activities. Students then learn about hurricanes and think about the future of hurricanes. Throughout the unit students will record weather data from three adopted cities. This data will be used in the culminating project, writing a 'cli-fi' story warning friends and family about future extremes in weather and climate. In Unit 4, The Universe, students return to a study of Earth as part of an enormous system. There have been debates about the formation of the universe and scientists continue to work at filling in the gaps in knowledge. Telescopes and electromagnetic waves have provided keys to learning about the universe. The focus moves to stars as they are born and change, as well as their positions in galaxies. There is a study of mass, not just in stars but also here on Earth as students learn about the state flower of Texas, the bluebonnet. In the final culminating project, students create a story that could change the world, and they present this story as a film in the Green Ninja Film Festival. By combining the global scale of our universe with the local challenges of sustainable living in our own community, the curriculum aims to help students understand the urgency of our challenges and realize the power of their own abilities to create the type of change they want to see in the world.

Updated Text: We are excited to welcome you to our Grade 8 curriculum for Texas! Green Ninja's approach to learning uses a storyline model where each unit begins with a locally relevant, real-world challenge and culminates in a project in which students showcase how they meet the challenge using the science they've learned in the unit. This is what drives student learning. As students proceed through the lessons, they'll use various scientific and engineering practices (SEPs) and recurring themes and concepts (RTCs) to help students build a cohesive understanding of science and the core ideas. Additionally, our curriculum meets all English Language Proficiency Standards (ELPS) to ensure that all learners have the opportunity to succeed. We want to make your teaching experience a success and are here to support you. If you have questions or comments, urgent or non-urgent—or anywhere between—please send us a message via the 'Contact Us' button on each webpage or email us at contact@greenninja.org). Grade Storyline The theme for our integrated Grade 8 curriculum is Dealing with Change. The year begins with the Transportation Unit, where students investigate motion and energy and develop proposals for more sustainable transportation. In Unit 2, students study Monarchs and try to understand what is causing changes in monarch populations and behaviors. Unit 3, Weather and Climate, focuses on changes in Earth's weather and climate. The final unit, The Universe, explores how the universe is constantly changing, yet everything is connected. For the culminating project, students develop and create stories that could change the world. We like to think of each unit as a student journey. The journey begins with a challenge—a real-world, locally relevant problem that students are tasked with solving. Students proceed through their journey as they learn the core knowledge through scientific and engineering practices and by utilizing recurring themes and concepts—the three components of the TEKS. The end of the journey is the culminating project, where students showcase how they met the unit challenge. The unit challenge, culminating in an end-of-unit project, is what drives students learning. Here is a brief outline of the units in Grade 8:

Publisher: Houghton Mifflin Harcourt

Science, Grade 8

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS*

Component: ***HMH Into Science Texas Teacher Guide Grade 8***

ISBN: 9780358841616

Link to Current Content:
View Current Content

Current Page Number(s): p. 112

Location: Column 1, Differentiation: Extra Support

Original Text: "... A balloon is needed to collect the gas that forms."

Updated Text: "... A balloon is needed to collect the gas that forms. Note, in this demonstration, and others like the vinegar and baking soda example in the lesson phenomenon, you may observe an apparent mass decrease due to buoyancy effects on the gas captured in the balloon."

Publisher: Savvas Learning

Science, Grade 8

Program: *Texas Experience Science Grade 8 (Print with digital): TEKS*

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 45

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Differentiated Instruction

Original Text: Demonstration If students struggle to determine the relationship between the Anchoring Phenomenon and the Everyday Phenomenon, place a piece of limestone in a beaker containing an acidic solution. Most common driveway gravel is limestone, and it should be readily found in nature. Have students take pictures immediately after the rock is placed in the acid and a day later. Have them compare the pictures and summarize what happens.
Challenge
Rock pH Using the demonstration above, have students who need a challenge use a pH meter or pH paper to determine the pH of the solution as soon as the rock is placed in the acid and again after the rock sits for a day in the acid. Have them use what happens in the demonstration to explain any changes in pH.

Updated Text: STRIVING Demonstration If students struggle to determine the relationship between the Anchoring Phenomenon and the Everyday Phenomenon, place a piece of limestone in a beaker containing an acidic solution. Most common driveway gravel is limestone, and it should be readily found in nature. Have students take pictures immediately after the rock is placed in the acid and a day later. Have them compare the pictures and summarize what happens.
CHALLENGE Rock pH
Using the demonstration above, have students who need a challenge determine what soil amendments could modify the pH of the soil and improve the growing conditions for the plants in acidic or alkaline conditions. Encourage students to research the conditions in their own region and the needs of different plants, such as cranberries, broccoli, etc. Students can research and describe how they would modify local soil and conditions to grow a chosen crop.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 158

Location: STEAM Activity

Original Text: WHAT ARE THE ORIGINS OF THE UNIVERSE? Students work in groups to research a scientist who studied the origin of the universe and the evidence they used to develop their theory. Then students develop a multimedia presentation and present it to the class.

Updated Text: WHAT ARE THE ORIGINS OF THE UNIVERSE? Students work in groups to research a scientist who studied the origin of the universe and the evidence they used to develop their theory. Then students develop a multimedia presentation and present it to the class.

Materials poster board or other materials for a presentation, multimedia presentation software, Internet access

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 251

Location: Exit ticket, bottom of page

Original Text: EXIT TICKET

Give students 3–5 minutes to summarize what they have learned about cell structures and their functions. Students can draw and label a picture of a plant cell with captions to describe the structures and organelles and their functions. Or, students can write a descriptive story about what one would encounter if they could shrink down to the size of an

organelle and voyage into a cell.
Alternative exit ticket Use this ticket for a quick check on student understanding.

a. chloroplast
b. cell wall
c. ribosome
d. vacuole (correct)

Is this statement true or false?: Genes are segments of chromosomes that determine the inheritance of traits. (true)

Updated Text: EXIT TICKET

Give students 3–5 minutes to summarize what they have learned about cell structures and their functions. Students can draw and label a picture of a plant cell with captions to describe the structures and organelles and their functions. Or, students can write a descriptive story about what one would encounter if they could shrink down to the size of an organelle and voyage into a cell.

Alternative Exit Ticket Use this ticket for a quick check on student understanding.

Is this statement true or false?: Genes are segments of chromosomes that determine the inheritance of traits. (true)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 92

Location: Explain Column, Key Ideas Video

Original Text: KEY IDEAS VIDEO Characteristics
of Waves ☐
Students learn about what causes water
erosion and the effects it has on Earth's
surface.

Updated Text: KEY IDEAS VIDEO Characteristics of Waves ☐
Students learn about frequency, wavelength, and amplitude in transverse and longitudinal waves.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 233

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Ask students to revise their initial answers now that they have completed the Explain activities. Then, during a class discussion, invite students to contrast their initial and revised answers. Ask students to explain their reasoning for any revisions. Other students may then join the discussion to add their logic or provide different perspectives.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Ask students to revise their initial answers now that they have completed the Explain activities. Then, during a class discussion, invite students to contrast their initial and revised answers. Ask students to explain their reasoning for any revisions. Other students may then join the discussion to add their logic or provide different perspectives. Student responses should indicate that they understand removing trees can affect global temperatures because trees remove carbon dioxide from the atmosphere and they can affect very local temperatures because they provide shade.
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 282

Location: Objectives, top of page

Original Text: Objective

• Students describe how primary and secondary succession affect populations and species diversity after ecosystem disruption by natural events or human activity.

Updated Text: Objectives

• Students describe and explain how primary and secondary succession affect populations and species diversity after ecosystem disruption by natural events or human activity.

• Students analyze and explain how matter cycles through an ecosystem and is conserved after a disruption by natural events or human activity.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 46

Location: Objective box

Original Text: Objective

• Students use the periodic table to identify atoms in chemical reactions.
• Students consider how matter cycles through systems as they investigate how mass is conserved in chemical reactions and relate conservation of mass to the rearrangement of atoms using chemical equations.

Updated Text: Objectives

• Students use the periodic table to identify atoms in chemical reactions.
• Students analyze how matter cycles through systems as they investigate conservation of mass in chemical reactions and relate it to rearrangement of atoms using chemical equations.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 180

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 254

Location: Objectives section top of page

Original Text: Objectives

• Students will identify examples of structural, physiological, and behavioral adaptations.
• Students will explain how variations of traits in a population lead to structural, physiological, and behavioral adaptations that increase the likelihood of survival.

Updated Text: Objectives

• Students will identify and describe examples of structural, physiological, and behavioral adaptations and consider the complementary relationship between structure and function.

• Students will evaluate evidence to explain how variations of traits in a population can affect structural, physiological, and behavioral adaptations that increase the likelihood of survival.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 95

Location: Differentiated Instruction

Original Text: Venn Diagram Have students draw a Venn diagram with one section for Mechanical Waves and the other for EM Waves. Work with them to complete the diagram, showing what characteristics the various types of waves have in common.
Proportion You

Updated Text: STRIVING Do the Wave Some students may have difficulty understanding that in a transverse wave energy moves in one direction but matter vibrates in a perpendicular direction. To help students visualize the movement of the medium of a transverse wave, have student volunteers stand in a line and do the wave (starting from one end of the line, each student raises and then lowers their arms). Explain that the student volunteers represent the wave medium. Ask students what direction the wave moved and what direction the medium moved. (The wave moved to the side, but the medium moved up and down.)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 235

Location: Differentiated Instruction

Original Text: Ask students to help you complete the table by comparing and contrasting the phenomena of Mount Pinatubo and Glacier Lagoon. Lead students to observe that a change in global temperatures and thus climate connects both places.

Updated Text: Ask students to help you complete the table by comparing and contrasting the phenomena of deforestation and Glacier Lagoon. Lead students to observe that changes that occur in one part of the world can affect another part of the world.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 283

Location: TEKS, top of page

Original Text: 8.5E Analyze and explain how energy flows and matter cycles through systems and energy and matter are conserved through a variety of systems.

Updated Text: 8.5G Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 99

Location: Take it local box

Original Text: Noise in the Workplace Noise is unwanted sound, and it can be harmful to hearing if it is too loud. Exposure to loud noise is a major hazard in many workplaces. Repeated exposure to high noise levels can cause hearing stress and hearing loss. Some employers provide hearing protection to workers. However, that is not an option if communication is needed in a workplace. Installing quieter equipment and structures that reduce the amplitude of sound waves is the most effective way to reduce noise levels in the workplace.

Updated Text: Seismic Architecture Since 1900, more than 2,800 earthquakes have shaken Texas. In 2022, there were more than 220 earthquakes of magnitude 3.0 or higher. Seismologists use the amplitude of seismic waves to calculate an earthquake's magnitude. Earthquakes produce different types of seismic waves, including surface waves, which occur near Earth's surface. Surface waves, which are transverse waves, are the most destructive type of seismic wave. Engineers at Texas A & M University research seismic architecture for buildings and bridges. They use shake tables to mimic seismic waves so they can test their engineering designs. They can control variables like amplitude and frequency to determine their effect on structures. Students can research seismic architecture designs or even design and test their own models.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 312

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner’s definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 285

Location: Hands-On lab, 1st paragraph

Original Text: Hands-On Lab
HOW DOES SUCCESSION PREDICT FUTURE CHANGES IN AN ENVIRONMENT? In this field investigation, students will locate examples of secondary succession. To do this, students will perform a field investigation to find evidence of secondary succession. Prior to their fieldwork, students will create a data table to record their observations and evidence of succession. Then, using their data, students will provide evidence of succession. Students will also make predictions about the effect of a disruption that wipes out all species and compare it to the impact of the disruption they've observed.

Updated Text: "Hands-On Lab
HOW DOES SUCCESSION PREDICT FUTURE CHANGES IN AN ENVIRONMENT? In this field investigation, students will locate examples of secondary succession. Prior to their fieldwork, students will create a data table to record their observations and evidence of succession. Then, using their data, students will provide evidence of succession. Students will also make predictions about the effect of a disruption that wipes out all species and compare it to the impact of the disruption they've observed."

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 4

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 162

Location: Preview the Topic - Entire Page

Original Text: Preview the Topic
In Experience 1, students are introduced to the weather and climate. They become familiar with how energy from the sun warms Earth, interacts with the hydrosphere and atmosphere, and influences weather and climate. In Experience 2, they discover global patterns of atmospheric movement and how they influence weather. In Experience 3, they learn about features of local weather including air masses and fronts. Finally, in Experience 4, they explore tropical cyclones, typhoons, and hurricanes.

Topic Readiness

Students answer questions to show what they already know about natural and human influences on climate by completing a printed or online Topic Readiness Test.

Updated Text: Preview the Topic
In this Topic, students will develop and use models to describe how energy from the sun interacts with the atmosphere and hydrosphere, influencing weather and climate. They will identify global patterns of atmospheric movement and identify their effect on local weather. They will also describe the factors that lead to the formation of tropical cyclones. In Experience 1, students are introduced to the weather and climate. They become familiar with how energy from the sun warms Earth, interacts with the hydrosphere and atmosphere, and influences weather and climate. In Experience 2, they discover global patterns of atmospheric movement and how they influence weather. In Experience 3, they learn about features of local weather including air masses and fronts. Finally, in Experience 4, they explore tropical cyclones, typhoons, and hurricanes.
In Grade 5, students learned about weather and climate and investigated how the sun and ocean interact in the water cycle and affect weather. They will build on their prior understanding to describe factors that affect global climate and local weather as well as the formation of tropical cyclones.

Topic Readiness

Students answer questions to show what they already know about natural and human influences on climate by completing a printed or online Topic
Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 256

Location: Everyday Phenomenon Video, top of page

Original Text: Everyday Phenomenon Video

HOW DO ADAPTATIONS HELP THE BIRD OF PARADISE FIND A MATE? Students can watch the video, or you can project and play the video. Then they can preview the image in their activity sheet or you can project the image from Realize. The background text explains that over thirty-five different species of birds-of-paradise live on the island of New Guinea. Use the following questions to guide student observation.

• Ask What adaptations do you think help male birds of paradise find a mate? (Students should say that the way they danced, moved their bodies, arranged their body, and their display of bright colors and long feathers aide in male bird's courtship of a female.)
• Have students brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience.

Updated Text: "Everyday Phenomenon Video

HOW DO ADAPTATIONS HELP THE BIRD OF PARADISE FIND A MATE? Students can watch the video, or you can project and play the video. Then they can preview the image in their activity sheet or you can project the image on the sheet from Realize. The background text explains that over thirty-five different species of birds-of-paradise live on the island of New Guinea. Use the following questions to guide student observation.

• Ask What adaptations do you think help male birds of paradise find a mate? (Students should say that the way they danced, moved their bodies, arranged their body, and their display of bright colors and long feathers aide in male bird's courtship of a female.)
• Have students brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience."

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 300

Location: STEAM Activity

Original Text: STEAM Activity

HOW CAN PRESCRIBED BURNS SAVE A FOREST? Students conduct research on how different Indigenous peoples have managed natural habitats by
using prescribed burning. Students produce a presentation that summarizes their findings and describes how natural events and human activity, including prescribed burning, can impact ecosystems.

Updated Text: STEAM Activity

HOW CAN PRESCRIBED BURNS SAVE A FOREST? Students conduct research on how different Indigenous peoples have managed natural habitats by using prescribed burning. Students produce a presentation that summarizes their findings and describes how natural events and human activity, including prescribed burning, can impact ecosystems.

Materials poster board, markers, other craft materials, presentation software, brochure template, Internet access

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 101

Location: Middle of page (after Wrap Up)

Original Text: NA

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Vocabulary Review Students with speech impairments may benefit from spending extra time on reviewing the vocabulary in the Experience Vocabulary section, especially on their pronunciation of the terms but also on their definitions.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 289

Location: Revisit Everyday Phenomenon

Original Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that hurricanes impact ecosystems by washing away soil, covering areas in sand, and damaging the ecosystem to the point where organisms need to reestablish themselves.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 41

Location: Number 8

Original Text: Look over the following patterns in how cabbage-juice indicator paper responds to acids and bases of different strength:
• Weak acids = green
• Medium-strength acids = yellow
• Strong acids = red
• Weak bases = blue
• Medium-strength bases = purple
• Strong bases = pink

Updated Text: Look over the following patterns in how cabbage-juice indicator paper responds to acids and bases of different strength:
• Weak acids = purple
• Medium-strength acids = pink
• Strong acids = red
• Weak bases = blue
• Medium-strength bases = green
• Strong bases = yellow

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of Texas experiencing more hurricanes than Maine. Throughout the Topic, students will gain knowledge that should help them explain that hurricanes typically form in warm, tropical waters in the Atlantic or near the Gulf of Mexico, where Texas is located. Texas is in the path of trade winds that move hurricanes from east to west.

Updated Text: Students will analyze data and use evidence to develop explanations about factors that lead to the development of hurricanes and cause more hurricanes to make landfall in Texas than in Maine. Students watch a video that introduces the phenomenon of Texas experiencing more hurricanes than Maine. Throughout the Topic, students will gain knowledge that should help them explain that hurricanes typically form in warm, tropical waters in the Atlantic or near the Gulf of Mexico, where Texas is located. Texas is in the path of trade winds that move hurricanes from east to west.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 257

Location: Hands-On Lab, materials list

Original Text: Materials toothpicks, plastic spoons, tweezers, clothespins, paper plate, beads, 5-mm squares of corrugated cardboard, plastic cups, and timer

Updated Text: Materials toothpicks, plastic spoons, tweezers, clothespins, paper plate, beads, 5-mm squares of foam, plastic cups, and timer

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 396

Location: Share with a Partner, bottom of page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): worksheet, student

Location: bottom of 1st page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 102

Location: Objectives section top of page

Original Text: Students will learn about the electromagnetic spectrum and
how EM waves are useful in astronomy.

Updated Text: Students will conduct investigations and identify patterns to compare the characteristics of amplitude, frequency, and wavelength in waves in the electromagnetic spectrum and research how EM waves are useful in astronomy.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 292

Location: Objectives, top of page

Original Text: Objective

Students describe biodiversity within ecosystems and how it contributes to the stability and sustainability of an ecosystem and the health of the organisms.

Updated Text: Objective

Students describe, analyze, and explain biodiversity within ecosystems and how it contributes to the stability and sustainability of an ecosystem and the health of the organisms.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): Topic Test (AG)

Location: Question 2

Original Text: long description for art needs to change (pH values were incorrect in long description)

Updated Text: Updated alt text/long desc: Three glass jars, A, B, and C, contain different liquids and measurements of their pH values. A pH strip indicator is below each jar. A pH scale from zero to fourteen is shown. The pH of Jar A is 4. The pH of the pure water is 7. The pH of Jar C is 9.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 168

Location: Objectives section top of page

Original Text: Objective
Students will explore how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate.

Updated Text: Objectives
• Students will use models to investigate how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate.
• Students will identify patterns and analyze data to describe how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 262

Location: STEAM Activity

Original Text: STEAM Activity

WHICH ANIMAL HAS THE ADAPTATIONS TO SURVIVE? Students work in groups to discuss and then design and make a game to teach how adaptations can increase survival and reproductive success of a species. Students then evaluate, compare, and refine their designs.

Updated Text: STEAM Activity

WHICH ANIMAL HAS THE ADAPTATIONS TO SURVIVE? Students work in groups to discuss and then design and make a game to teach how adaptations can increase survival and reproductive success of a species. Students then evaluate, compare, and refine their designs.

Materials cardboard or poster board, index cards, game pieces, writing materials, scissors, tape, and glue, discarded magazines, computer Internet access

Component: ***Grade 8 Digital Components***

ISBN: 9781428553903

Current Page Number(s): worksheet, teacher

Location: bottom of 1st page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 109

Location: Revisit Everyday Phenomenon

Original Text: . . . Remind students that they need
to explain how color can be produced by colorless substances.

Updated Text: . . . Remind students that they should consider what wave properties are associated with light's color. Elicit student inferences about the formation of a rainbow; for example, a rainbow forms because of refraction, different wavelengths of light refract at different angles, sunlight consists of many different wavelenghts of light, etc.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 299

Location: Revisit Everyday Phenomenon

Original Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask
students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Students should conclude that bees are important in pollinating producers. Producers need the bees to help them reproduce. Food webs depend on producers as the primary source of energy. Without them, biodiversity is negatively impacted.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 62

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that shows simulated car crashes involving crash dummies with restraints. Throughout the Topic, students will gain knowledge that should help them explain that restraints quickly stop the acceleration of a passenger in a vehicle. They should be able to relate this to Newton’s second law of motion.

Updated Text: Students watch a video that shows simulated car crashes involving crash dummies with restraints. Throughout the Topic, students will analyze the relationship between acceleration and net force. They will also investigate Newton's laws in action in various systems. Students will gain knowledge to help them explain that restraints quickly stop the acceleration of a passenger in a vehicle. They should be able to relate this to Newton’s second law of motion.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 178

Location: Objectives section top of page

Original Text: Objective
• Students will describe how solar energy, hydrosphere, and
atmosphere interact and influence weather and climate.
• Students will identify global patterns of atmospheric
movement and how they influence local weather.

Updated Text: Objectives
• Students will use models to explain how solar energy, hydrosphere, and atmosphere interact and influence weather and climate.
• Students will investigate global patterns of atmospheric movement and use data to explain how they influence local weather.

Component: ***Grade 8 Digital Components***

ISBN: 9781428553903

Current Page Number(s): worksheet, student

Location: p. 2 title

Original Text: How does beak shape increase survival?

Updated Text: How does beak shape affect survival?

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 112

Location: Objectives section top of page

Original Text: Objective

• Students will learn about the specific applications of
electromagnetic wave technology.

Updated Text: Objectives
• Students will research specific applications of electromagnetic wave technology.
• Students will conduct investigations and apply patterns to use electromagnetic waves to design solutions to problems.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 299

Location: Alternative exit ticket, bottom of page

Original Text: Alternative Exit Ticket Use this ticket for a quick check on student
understanding.
Which aspect of biodiversity contributes to healthy ecosystems and healthy
organisms?
a. few predator-prey relationships
b. changing types of biotic and abiotic factors
c. many pioneer species and keystone species
d. good stability and sustainability (correct)

Updated Text: Alternative Exit Ticket Ask students, which aspect of biodiversity contributes to healthy ecosystems and healthy
organisms?
a. few predator-prey relationships
b. changing types of biotic and abiotic factors
c. many pioneer species and keystone species
d. good stability and sustainability (correct)

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 64

Location: Objective box

Original Text: Objective

• Students will calculate and analyze how an object's acceleration depends on the net force acting on the object and the mass of the object using Newton's second law of motion.

Updated Text: Objectives
• Students will construct tables and graphs to analyze how an object's acceleration depends on the net force acting on the object and the mass of the object using Newton's second law of motion.
• Students will apply empirical evidence to develop scientific arguments about the proportional relationship between force, mass, and acceleration.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 185

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience.

During a class discussion, do not focus on wrong or right answers. Instead, ask students to explain their original reasoning for their answers. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers and answer the questions they posed.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During a class discussion, do not focus on wrong or right answers. Instead, ask students to explain their original reasoning for their answers. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers and answer the questions they posed. Students should understand that the air in the atmosphere presses down on everything beneath it, causing atmospheric pressure. The flat newspaper and the crumpled paper have the same mass, but when the flat paper is placed on top of the ruler, a lot more air presses on the surface of the paper. This pins the ruler in place and makes it harder to knock off the desk.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 353

Location: Academic vocabulary, top of page

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word "support."

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): worksheet, student

Location: 2nd page, top

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word “support.”

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 124

Location: Preview Topic - Entire Page

Original Text: Preview the Topic

In Experience 1, students are introduced to stars and their life cycles. They learn to compare and classify stars using the Hertzsprung-Russell diagram. In Experience 2, they explore galaxies and discover how to categorize them as spiral, elliptical, and irregular. They also locate Earth’s solar system within the Milky Way galaxy. Finally, in Experience 3, they explore the origin of the universe, including evidence that supports the Big Bang theory.

PREVIEW ANCHORING PHENOMENON
Students consider the 2005 discovery and captured image of a distant exploding star. They will complete a Claim-Evidence-Reasoning Chart to explain how astronomers use information and data about an exploding star to learn about the universe.

Topic Readiness Test

Students answer questions to show what they already know about the universe
by completing a printed or online Topic Readiness Test.

Updated Text: Preview the Topic

In this topic, students will describe the life cycle of stars, categorize galaxies, and research and analyze data used to support theories for the origin of the universe. In Experience 1, students are introduced to stars and their life cycles. They learn to compare and classify stars using the Hertzsprung-Russell diagram. In Experience 2, they explore galaxies and discover how to categorize them as spiral, elliptical, and irregular. They also locate Earth’s solar system within the Milky Way galaxy. Finally, in Experience 3, they explore the origin of the universe, including evidence that supports the Big Bang theory.

In Grade 7, students explored evidence that Earth has changed over time (7.7A). They also explored physical properties and locations of objects in space, as well as how gravity governs movement in Earth's solar system (7.9A, 7.9B).They will build on that knowledge in this topic as they explore stars, galaxies, and the origin of the unvierse.

PREVIEW ANCHORING PHENOMENON
Students consider the 2005 discovery and captured image of a distant exploding star. They will complete a Claim-Evidence-Reasoning Chart to explain how astronomers use information and data about an exploding star to learn about the universe.

Topic Readiness

Students answer questions to show what they already know about the universe by completing a printed or online Topic

Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 71

Location: Exit Ticket, Bottom of page

Original Text: As an alternative exit ticket, ask students to rewrite the following statement to make it true: If the net force on an object triples, then the acceleration on the object is one-third of its original value. (If the net force on an object triples, then the acceleration on the object is three times its original value. OR If the net force on an object is one-third its original value, then the acceleration on the object is one-third of its original value.)

Updated Text: Alternative Exit Ticket Ask students to complete the following statement to make it true: If the net force on an object triples, then the acceleration on the object is _____ its original value. (three times OR triple)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 188

Location: Objectives section top of page

Original Text: Objective
Students will identify global patterns of atmospheric movement and how they influence local weather.

Updated Text: Objectives
• Students will use models to explain how energy from the sun, hydrosphere, and atmosphere interact and influence weather and climate.
• Students will analyze global patterns of atmospheric movement and use data to explain how they influence local weather.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 74

Location: Objectives section top of page

Original Text: • Students will analyze how Newton's three laws of motion act simultaneously within systems.

Updated Text: Students will identify patterns in quantitative relationships in data to analyze how Newton's three laws of motion act simultaneously within systems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 198

Location: Objectives section top of page

Original Text: Objective
• Students will explore the interactions among ocean currents and air masses that produce tropical cyclones.
• Students will explore where tropical cyclones, hurricanes, and typhoons form.

Updated Text: Objectives
• Students will investigate the interactions among ocean currents and air masses that produce tropical cyclones.
• Students will use models to represent where tropical cyclones, hurricanes, and typhoons form.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): worksheet, teacher

Location: 2nd page, top

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word “support.”

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 128

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of astronomer Robert Quimby’s 2005 discovery of a distant exploding star, or supernova. Throughout the Topic, students will gain knowledge that should help them explain how astronomers use information and data about an exploding star to learn about the universe. Astronomers can measure the redshift of a supernova to determine how fast it is moving away and if the universe has changed since the time of the explosion.

Updated Text: Students watch a video that introduces the phenomenon of astronomer Robert Quimby’s 2005 discovery of a distant exploding star, or supernova. Throughout the Topic, students will describe the life cycle of stars, explore and categorize galaxies, and research theories about the origin of the universe. By completing activities throughout the topic, they will gain knowledge that should help them explain how astronomers use information and data about an exploding star to learn about the universe.
Astronomers can measure the redshift of a supernova to determine how fast it is moving away and if the universe has changed since the time of the explosion.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 81

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities.

Updated Text: Encourage students to discuss the question, recalling information they learned about Newton's laws of motion during the Experience. Students may think about the Key Ideas Presentation or the Hands-On Lab, for example. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning.

Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 205

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should now revise their explanations based on information indicated by the symbols on the weather map and what they have learned about the cause-and-effect relationship between weather fronts and weather. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students to discuss revisions.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. New explanations should reflect an understanding that hurricanes, also known as tropical cyclones, form in conditions of low atmospheric pressure when warm, moist air rises over ocean water. As more air rises, winds start to form, eventually developing into a tropical storm and then a hurricane. Hurricanes get stronger over warm ocean water and weaken over cold ocean water. They also weaken after they make landfall. Students should understand that tropical cyclones can occur in different regions of the world and that they may be called typhoons or cyclones based on where they occur. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students to discuss revisions.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 266

Location: Preview the Topic, top of page

Original Text: Preview the Topic

In this topic, students describe how food webs are disrupted, how populations recover, and the impact of biodiversity on the stability of an ecosystem.

In Experience 1, students explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs. In Experience 2, students describe how primary and secondary succession affect populations and species diversity. In Experience 3, students describe how biodiversity contributes to the stability and sustainability of an ecosystem.

Students learned about how variations in populations can impact their ability to survive in Topic 7. They will build on their understanding in this topic as they consider the many ways that ecosystems can change and the impact these changes can have on populations.

Updated Text: Preview the Topic

In this topic, students describe how food webs are disrupted, how populations recover, and the impact of biodiversity on the stability of an ecosystem.

In Experience 1, students explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs. In Experience 2, students describe how primary and secondary succession affect populations and species diversity. In Experience 3, students describe how biodiversity contributes to the stability

and sustainability of an ecosystem.

Students learned about how variations in populations can impact their ability to survive (8.13C) in Topic 7. They will build on their understanding in this topic as they consider the many ways that ecosystems can change and the impact these changes can have on populations.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 130

Location: Objectives section top of page

Original Text: Objective

• Students explore the life cycle of stars and compare and
classify stars according to luminosity and temperature using
the Hertzsprung-Russell diagram.

Updated Text: Objectives
• Students explore the life cycle of stars and compare and classify stars according to luminosity and temperature using the Hertzsprung-Russell diagram, and use models to investigate patterns in the relationship between a star's color and temperature.
• Students will analyze data and use the Hertzsprung-Russell Diagram to classify stars, explore their life cycle, and explain the relationship between a star's temperature and luminosity.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 81

Location: Exit Ticket, Bottom of page

Original Text: As an alternative exit ticket, ask students to give a thumbs-up if they think that
launching a water balloon from a sling shot would demonstrate only examples
of Newton's first law and Newton's second law, but not Newton's third law.
(thumbs-up)

Updated Text: Alternative Exit Ticket Ask students to give a thumbs-up if they think that launching a water balloon from a sling shot would demonstrate only examples of Newton's first law and Newton's second law, but not Newton's third law. (thumbs-down, this example demonstrates all three of Newton's laws)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 210

Location: Preview the Topic

Original Text: In Experience 1, students are introduced to natural events that can impact global climate. They explore the carbon cycle and become familiar with the use of scientific evidence to describe how volcanic eruptions, meteor impacts, and abrupt changes in ocean currents influence climate. In Experience 2, they explore how human activities, such as the release of greenhouse gases, deforestation, and urbanization, influence climate.

Updated Text: In this Topic, students will plan and conduct an experimental investigation to identify the cause-and-effect relationship between carbon dioxide in the atmosphere and warmer average global climate. Students will use scientific evidence and analyze data to examine factors that can affect global climate. In Experience 1, students are introduced to natural events that can impact global climate. They explore the carbon cycle and become familiar with the use of scientific evidence to describe how volcanic eruptions, meteor impacts, and abrupt changes in ocean currents influence climate. In Experience 2, they explore how human activities, such as the release of greenhouse gases, deforestation, and urbanization, influence climate.
Students learned about weather and climate in Grade 4. In Grade 7, they learned about thermal energy transfer and the cycling of matter in ecosystems. In this Topic, they will build on their prior knowledge to understand how natural events and human activity can impact climate.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 268

Location: Experience 1, Elaborate section

Original Text: N/A

Updated Text: Make Informed Decisions Is biological control a good idea? p. 280 (40 min)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): N/A

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 137

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, ask students to explain their original reasoning for choosing the explanation they did. Then encourage students to revise their initial answers as needed now that they have completed the Explain activities and answer the second question using evidence gathered from the Experience. Invite students to share why they revised their original answers.

Updated Text: During the class discussion, ask students to explain their original reasoning for choosing the explanation they did. Then encourage students to revise their initial answers as needed now that they have completed the Explain activities and answer the second question using evidence gathered from the Experience. Encourage students to think about activities they completed during the experience, such as the Hands-On Lab where students related the color of a star to its temperature. Invite students to share why they revised their original answers.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): Throughout Topic Overview Pages

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: New line at end of Home Connection box

Original Text: N/A

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

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 82

Location: STEAM Activity

Original Text: HOW CAN A VEHICLE ACCELERATE WITHOUT DAMAGING ITS CARGO? Students discuss and then design a vehicle that can transport items without damage. Students then evaluate, compare, and refine their designs.

Updated Text: HOW CAN A VEHICLE ACCELERATE WITHOUT DAMAGING ITS CARGO? Students discuss and then design a vehicle that can transport items without damage. Students then evaluate, compare, and refine their designs.

Materials set of interlocking building blocks, including wheels and flat, smooth surface pieces, small wooden blocks, springs and ropes, tape measure or meter stick, stopwatch or timing device, strips of cardstock or thin cardboard

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 214

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a glacial lagoon in Iceland that is increasing in size over time as a glacier melts. Throughout the Topic, students will gain knowledge that should help them explain that natural events and human activities affect the climate, which affects how much ice melts from the glacier into the lagoon. A warming climate results in more ice melting from the glacier, which causes the lagoon to increase in size.

Updated Text: Students will analyze data and use evidence to describe how natural events and human activities can affect global climate. Students watch a video that introduces the phenomenon of a glacial lagoon in Iceland that is increasing in size over time as a glacier melts. Throughout the Topic, students will gain knowledge that should help them explain that natural events and human activities affect the climate, which affects how much ice melts from the glacier into the lagoon. A warming climate results in more ice melting from the glacier, which causes the lagoon to increase in size.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 272

Location: Objectives, top of page

Original Text: Objective

Students will explore how population changes, natural disasters, and human intervention disrupt ecosystems and impact the transfer of energy in food webs.

Updated Text: Objective

Students will analyze, explain, and communicate how population changes, natural disasters, and human intervention disrupt the stability of ecosystems and impact the transfer of energy in food webs.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): N/A

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 140

Location: Objectives section top of page

Original Text: Objective

Students will explore galaxies and categorize them as spiral, elliptical, and irregular and locate Earth's solar system within the Milky Way galaxy.

Updated Text: Objectives
• Students will use models to explore galaxies and categorize them as spiral, elliptical, and irregular and locate Earth's solar system within the Milky Way galaxy.
• Students will investigate the effects of gravity and the relationship between gas and dust to the structure (shapes and sizes) of galaxies.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content

Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation

TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-8 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year. The Grade 8 STAAR® TEKS Preparation Workbook will help your students prepare for the STAAR® end-of-course assessment.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 101

Location: Analze and Interpret Data

Original Text: 1. THEME Patterns Analyze your data to identify a relationship between an object's mass and acceleration. Which of these statements best describes how mass is related to acceleration?
a. The greater the mass an object has, the more acceleration it has.
b. The greater the mass an object has, the less acceleration it has.
Use evidence from the investigation to support your answer

Updated Text: 1. THEME Patterns Analyze your data to identify a relationship between an object's mass and acceleration, assuming force stays the same. Which of these statements best describes how mass is related to acceleration?
a. As the mass of an object increases, the acceleration increases.
b. As the mass of an object increases, the acceleration decreases.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 216

Location: Objectives section top of page

Original Text: Objective
• Students explore how natural events, such as volcanic eruptions, meteor impacts, and changes in ocean currents, can influence
global climate.
• Students investigate how carbon cycles through Earth's spheres.

Updated Text: Objectives
Students will use scientific evidence to explain how natural events, such as volcanic eruptions, meteor impacts, and changes in ocean currents, can influence
global climate. Students will analyze how carbon cycles through Earth's spheres and evaluate experimental and engineering designs that measure effects on Earth's temperature.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 273

Location: Elaborate section

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is Biological Control a Good Idea?

Students practice evaluating resources for credibility, accuracy, and methods used to determine the cost-effectiveness of using a biological control, such as releasing an organism into an ecosystem to control a pest population.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): N/A

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

Original Text: Initial list of TEKS standards

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

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 143

Location: Hands-on Lab

Original Text: Materials colored glitter, 3 paper plates, coffee mug, scissors, tablespoon,
colored pencils, duct tape, ruler, spray glue

Updated Text: Materials colored glitter, 3 paper plates, large or wide-mouth coffee mug, scissors, teaspoon, colored pencils, masking tape, ruler

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): N/A

Location: We added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity
Title of activity

Updated Text: STRIVING Title of activity
CHALLENGE Title of activity

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 147

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Conduct a class discussion about students' original written explanations or drawn pictures, and ask students to explain their reasoning for their work. Then ask students to revise their initial answers now that they have completed the Explain activities. Suggest they answer any of their questions if possible, or add new questions that they have about the phenomenon.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Conduct a class discussion about students' original written explanations or drawn pictures, and ask students to explain their reasoning for their work. Then ask students to revise their initial answers now that they have completed the Explain activities. Encourage students to think about the activities they completed during the Experience, such as the Hands-On Lab where they explored the arrangement of stars in the galaxy using models. Suggest they answer any of their questions if possible, or add new questions that they have about the phenomenon.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 244

Location: Objectives section top of page

Original Text: Objectives

• Students will identify the function of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts and vacuoles in plant or animal cells.
• Students will describe the function of genes within chromosomes in determining inherited traits of offspring.

Updated Text: Objectives

• Students will use models to identify and explain the function of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts and vacuoles in plant or animal cells.
• Students will use models to describe the function of genes within chromosomes in determining inherited traits of offspring.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 86

Location: Preview the Topic

Original Text: In Experience 1, students describe and compare transverse and longitudinal waves. They become familiar with the properties of waves, including wavelength, amplitude, and frequency. In Experience 2, they compare electromagnetic waves to mechanical waves. They learn about different types of electromagnetic waves based on their location in the electromagnetic spectrum. Finally, in Experience 3, they explore the uses of different types of electromagnetic waves.

Topic Readiness Test
Students answer questions to show what they already know about waves and the electromagnetic spectrum by completing a printed or online Topic Readiness Test.

Updated Text: In this Topic, students will compare and contrast wave properties of transverse waves and waves in the electromagnetic spectrum. They will develop explanations about the application of EM waves in various types of technology.
In Experience 1, students describe and compare transverse and longitudinal waves. They become familiar with the properties of waves, including wavelength, amplitude, and frequency. In Experience 2, they compare electromagnetic waves to mechanical waves. They learn about different types of electromagnetic waves based on their location in the electromagnetic spectrum. Finally, in Experience 3, they explore the uses of different types of electromagnetic waves.
In Grade 6, students learned that energy is transferred through waves and explored transverse and longitudinal waves. Students will build on their understanding to investigate the wave properties amplitude, frequency, and wavelength, including in the EM spectrum.

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Topic Readiness
Students answer questions to show what they already know about waves and the electromagnetic spectrum by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 223

Location: Multiple areas, second half of page

Original Text: REVISIT EVERYDAY PHENOMENON
Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience.
During the class discussion, encourage students to share their original choices and explain their reasoning. Then ask students if they want to choose another explanation now that they have completed the Explain activities, especially to add evidence from the Experience to their explanation. Consider having students form small groups to discuss the changes each of them made to their initial answers.
EXIT TICKET
Give students 3–5 minutes to create a story board or story outline about a natural event that influences climate. As a class, discuss each response and any revisions that should be made.
As an alternative exit ticket, ask students to answer the following questions:
• Which is part of the carbon cycle?
a. Carbon is taken in by plants during photosynthesis.
b. Forest fires and burning fossil fuels release CO2 into the atmosphere (correct).
c. Carbon enters the geosphere when organisms die and decay.
d. All of the above
• Give a thumbs up if you think that an abrupt change in an ocean current can cause the climate to change because ocean currents moderate Earth's climate by moving warm water away from the equator and cold water toward the equator. (thumbs up)

Updated Text: REVISIT EVERYDAY PHENOMENON
Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, encourage students to share their original choices and explain their reasoning. Then ask students if they want to choose another explanation now that they have completed the Explain activities, especially to add evidence from the Experience to their explanation. Students should conclude that B is the best explanation. Volcanoes emit materials that disperse for great distances. These materials reflect sunlight back into space, which can lead to lower a lower global temperature.
EXIT TICKET
Give students 3–5 minutes to create a story board or story outline about a natural event that influences climate. As a class, discuss each response and any revisions that should be made.
Alternative Exit Ticket Ask students to answer the following question:
Which is part of the carbon cycle?
a. Carbon is taken in by plants during photosynthesis.
b. Forest fires and burning fossil fuels release CO2 into the atmosphere.
c. Carbon enters the geosphere when organisms die and decay.

d. All of the above (correct).

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 274

Location: Everyday Phenomenon Video section

Original Text: Everyday Phenomenon Video

WHY ARE ZEBRA MUSSELS BAD FOR FOOD WEBS? Students watch a video about zebra mussels. The background text explains that zebra mussels are small clam-like animals that can stick to hard objects in fresh bodies of water. They are an invasive species. That means that they are a troublesome species that humans brought here, intentionally or not. Use the following questions to guide student observation.

Updated Text: "Everyday Phenomenon Video

WHY ARE ZEBRA MUSSELS BAD FOR FOOD WEBS? Students watch a video about zebra mussels. The background text explains that zebra mussels are small clam-like animals that can stick to hard objects in fresh bodies of water. They are an invasive species. That means that they are a troublesome species that humans brought to an area they do not usually inhabit, intentionally or not. Use the following questions to guide student observation."

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 10

Location: Preview the Topic

Original Text: In this topic, students will use models to explain the classification of matter and the conservation of mass in chemical reactions. Students will also develop explanations about the properties of water and will compare and contrast the properties of acids and bases.
In Experience 1, students are introduced to the classification of matter into elements, compounds, and mixtures. In Experience 2, they discover why water is such an important compound by examining its unique properties.
In Experience 3, they classify certain compounds according to whether they are acids or bases, based on their properties. Finally, they examine chemical reactions and how such reactions exhibit conservation of matter.
In Grade 6, students learned about physical properties of matter and distinguished between pure substances and mixtures. In Grade 7, students learned about elements and compounds and contrasted them in terms of chemical symbols and chemical formulas (TEKS 7.6A). They contrasted chemical and physical changes of matter (TEKS 7.6C). They will build on that knowledge in this Topic as they investigate the classification of matter and the conservation of mass in chemical reactions.

Updated Text: In this Topic, students will use models to explain the classification of matter and will investigate the conservation of mass in chemical reactions. Students will also develop explanations about the properties of water and compare and contrast the
properties of acids and bases. In Experience 1, students investigate the classification of matter as elements, compounds, and mixtures. In Experience 2, they explore the properties of water. In Experience 3, they compare and contrast acids and

bases based on their properties. Finally, in Experience , they investigate conservation of mass in chemical reactions. In Grade 6, students learned about physical properties of matter and distinguished between pure substances and mixtures. In Grade 7, students learned about elements, compounds, chemical symbols, and chemical formulas (TEKS 7.6A). They contrasted chemical and physical changes of matter (TEKS 7.6C). They will build on that knowledge in this Topic as they investigate the classification of matter and the conservation of mass in chemical reactions.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 150

Location: Objectives section top of page

Original Text: Objective

• Students explore and analyze scientific data used as evidence
to develop the Big Bang theory on the origin of the universe.

Updated Text: Objectives

• Students will explore and analyze scientific data to explain the Big Bang theory and the origin of the universe.
• Students will investigate the relationship between stability and change and the origin and expansion of the universe.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 245

Location: TEKS box, top of page

Original Text: 8.3A Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories.

Updated Text: 8.5B Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 89

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of cameras used to capture video of wildlife in the dark. Throughout the Topic, students will gain knowledge that should help them explain that not all electromagnetic waves are visible to the naked eye. For example, infrared waves have lower frequencies and greater wavelengths than visible light, but they can be recorded by special equipment to capture images in the dark.

Updated Text: Students will use evidence and apply patterns to develop an explanation about how some cameras can capture images without visible light. Students watch a video that introduces the phenomenon of cameras used to capture video of wildlife in the dark. Throughout the Topic, students will gain knowledge that should help them explain that not all electromagnetic waves are visible to the naked eye. For example, infrared waves have lower frequencies and greater wavelengths than visible light, but they can be recorded by special equipment to capture images in the dark.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 226

Location: Objectives section top of page

Original Text: Students explore how human activities, including the release
of greenhouse gases, deforestation, and urbanization, can
influence global climate.

Updated Text: Students will analyze data and develop explanations to explore how human activities, including the release of greenhouse gases, deforestation, and urbanization, can impact the stability and change of climate.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 279

Location: Differentiated Instruction section

Original Text: N/A

Updated Text: SPECIAL NEEDS Large Print, High Contrast Students with visual impairments may benefit from large-print and high contrast copies of the Read About It and Take Notes sections, especially of the Food Webs on pages 405 and 409 of the Student Activity Companion.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 23

Location: Exit Ticket, Bottom of page

Original Text: N/A

Updated Text: Alternative Exit Ticket Ask students whether air can be best described as a compound, an element, a heterogeneous mixture, or a homogeneous mixture, and why. (A homogeneous mixture, because it is uniform throughout.)

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 157

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed
at the start of this Experience.
During the class discussion, instead of focusing on wrong or right answers, invite
student volunteers to explain their reasoning for the answers they provided. You
may also wish to invite other students to join the discussion to add their logic or
provide different perspectives. Ask students to revise their initial answers now that
they have completed the Explain activities. Consider pairing students and have
them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience.
During the class discussion, instead of focusing on wrong or right answers, invite student volunteers to explain their reasoning for the answers they provided. You may also wish to invite other students to join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Encourage students to think about the activities they completed during the experience, such as the Data Analysis activity where students analyzed spectra to learn about galaxies and how they move. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 247

Location: Bottom of page

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Physical Model Students with visual impairments may benefit from having tactile models of animals and plant cells, with their key cell structures, to use instead of looking through a microscope.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 92

Location: Objectives section top of page

Original Text: Students will learn about transverse waves and their
properties.

Updated Text: Students will develop and use models of transverse waves and analyze data to identify patterns in their properties.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 232

Location: Replace Vocabulary Support Box

Original Text: Vocabulary Support

Root Words Remind students that word parts include root words, which are words onto which prefixes and suffixes are added. Have students identify the root words in deforestation (forest) and urbanization (urban). Then have them explain to a partner how the meaning of these root words is related to the meaning of the vocabulary terms.

Updated Text: Mastering Scientific and Engineering Practices
Engaging in Scientific Argumentation Various strategies, from carbon capture technology to reducing carbon emissions, have been proposed but not yet adopted on a large enough scale. Have students research specific strategies to address climate change. Students should develop an argument advocating for their chosen technology or policy. Students can consider various types of data, including data related to emissions sources, amount of greenhouse gases emitted in the

atmosphere, time frame for implementing and seeing effects of a technology, etc. Remind students that their arguments should be supported by data and evidence.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 281

Location: Revisit Anchoring Phenomenon section

Original Text: REVISIT ANCHORING PHENOMENON

As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that ecosystems are dependent upon the cycling of matter and the flow of energy in food webs. Wildfires and zebra mussels both disrupt ecosystems and are bad for food webs.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Updated Text: REVISIT ANCHORING PHENOMENON

As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that ecosystems are dependent upon the cycling of matter and the flow of energy in food webs. Wildfires and zebra mussels both disrupt ecosystems and have a negative impact on food webs.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Publisher: Summit K12 Holdings

Science, Grade 8

Program: *Dynamic Science 8th Grade: TEKS*

Component: ***Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: ***Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Science, Grade 8

Program: *STEAM into Science - Grade 8 Edition: TEKS*

Component: ***Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition***

ISBN: 9781788058650

Link to Current Content:
View Current Content

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes
Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Publisher: Savvas Learning

Science, (Spanish) Grade K

Program: *Texas Experimenta las Ciencias Grade K (Print with digital): TEKS*

Component: ***Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): Throughout Plan del tema and Experience pages

Location: TEKS References

Original Text: None

Updated Text: (Global Change) Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: ***Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): page 9

Location: Tema 1, Plan del tema
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: (None)

Updated Text: (insert new box, below "VÍA RÁPIDA") En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Component: ***Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): Vistazo a la Experiencia pages

Location: TEKS References

Original Text: TEKS

Updated Text: Adding PCI and TCR to TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: ***Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): page 20

Location: Experiencia 2, Vistazo

Original Text: (Objetivo) Los estudiantes clasificarán objetos usando sus propiedades físicas.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para llevar a cabo investigaciones descriptivas simples para identificar y clasificar objetos según sus propiedades físicas.

Component: ***Guía del maestro, Kindergarten***

ISBN: 9781323223444

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

Location: Enseñanza diferenciada boxes

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

Updated Text: We will add the headings EN MEJORA, AVANZADO and NECESIDADES ESPECIALES to these activities to help teachers more easily identify them.

Component: ***Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): page 24

Location: Experiencia 2, Explorar, En la sección de las estaciones, Enseñanza diferenciada

Original Text: (None)

Updated Text: (insert) Apoyo para la clasificación de objetos Para los estudiantes que necesiten apoyo adicional para clasificar objetos, pídales que dibujen tres círculos grandes en tres hojas de papel separadas. Pídales que rotulen los círculos con las palabras redondo, cuadrado, triangular. Los estudiantes podrán colocar los botones en los círculos correctos para clasificarlos.

Component: ***Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): Topic Wrap-Up, Last page of each topic

Location: After Topic Test Remediation

Original Text: (None)

Updated Text: (Global Change) Contenido en espiral Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora. (side column) Actividad de contenido en espiral

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 26

Location: Experiencia 2, Explicar, QUÉ SE ESPERA

Original Text: Los estudiantes buscarán materiales en la escuela, como madera, vidrio y plástico. Anotarán lo que hallaron en una tabla. Invítelos a reflexionar sobre cómo los diferentes materiales también tienen distintas texturas. Pueden añadir una tercera columna al cartel para incluir una palabra descriptiva para las texturas.

Updated Text: (updated text) Los estudiantes buscarán materiales en la escuela, como madera, vidrio y plástico. Anotarán lo que hallaron en una tabla. Invítelos a reflexionar sobre cómo los diferentes materiales también tienen distintas texturas. Pueden añadir una tercera columna a la tabla para incluir una palabra descriptiva para las texturas.

Component: *Digital assesment/Examen de preparación para el tema*

ISBN: 9781428553828

Current Page Number(s): (None)

Location: (None)

Original Text: (None)

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): All Experience at a Glance pages

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (Global Change) Delete Video de preparación para el maestro box.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 36

Location: Experiencia 1, Vistazo, Objetivo

Original Text: Los estudiantes describirán y predecirán cómo interactúa un imán con diferentes materiales.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para planear y llevar a cabo investigaciones simples para describir y predecir relaciones de causa y efecto acerca de cómo interactúa un imán con diferentes materiales.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 38

Location: Experiencia 1, Emprender, Fenómenos relacionados

Original Text: Como alternativa al fenómeno cotidiano, considere la posibilidad de mostrar un video de una barredora de calle magnética o una escoba magnética. Pregunte a los estudiantes qué creen que ayuda a la barredora a levantar los objetos de metal.

Updated Text: (updated text) Como alternativa al fenómeno cotidiano, considere la posibilidad de mostrar un video de una barredora de calle magnética o una escoba magnética mientras se usa en una calle o en una empresa locales. Pregunte a los estudiantes qué creen que ayuda a la barredora a levantar los objetos de metal.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 44

Location: Experiencia 2, Vistazo, Objetivo

Original Text: Los estudiantes describirán y predecirán cómo un imán puede empujar y jalar objetos.

Updated Text: (updated text) Los estudiantes investigarán para describir y predecir las relaciones de causa y efecto acerca de cómo un imán puede empujar o jalar objetos.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 46

Location: Experiencia 2, Emprender, Fenómenos relacionados

Original Text: Como otro fenómeno cotidiano, considere la posibilidad de mostrar un video para resaltar cómo las fuerzas magnéticas le permiten a un tren de levitación magnética moverse y alcanzar una velocidad de más de 300 millas por hora.

Updated Text: (updated text) Como otro fenómeno cotidiano, considere la posibilidad de mostrar un video para resaltar cómo las fuerzas magnéticas le permiten a un tren de levitación magnética moverse y alcanzar una velocidad de más de 300 millas por hora y que los estudiantes puedan ver los conceptos detrás del tren de alta velocidad planificado de Dallas a Houston.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 10

Location: Tema 1, Inicio, Video del fenómeno de anclaje, second bullet

Original Text: Está bien si empieza con una idea y revisa su idea a medida que reciba más información.

Updated Text: (updated text) Está bien si empieza con una idea y revisa su idea a medida que reciba más información.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade K

Program: *Dynamic Science (Spanish) Kindergarten : TEKS*

Component: *Dynamic Science (Spanish) Kindergarten*

ISBN: 9781433406058

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: Teach and Discuss

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

Publisher: TPS Publishing

Science, (Spanish) Grade K

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

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Kindergarten Edición para el profesor*

ISBN: 9781788055741

Link to Current Content:
View Current Content

Current Page Number(s): Page 83

Location: First paragraph

Original Text: Solo podemos ver hasta cierto punto con nuestros telescopios.

Updated Text: Podemos ver otras galaxias con nuestros telescopios, pero con menos claridad.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Kindergarten Edición para el profesor*

ISBN: 9781788055741

Link to Current Content:
View Current Content

Current Page Number(s): Page 138

Location: Last paragraph

Original Text: Los agricultores utilizan las semillas para cultivar alimentos.

Updated Text: Los agricultores utilizan las semillas para cultivar plantas destinadas a la alimentación.

Publisher: Savvas Learning

SP Science, (Spanish) Grade 1

Program: *Texas Experimenta las Ciencias Grade 1 (Print with digital): TEKS*

Component: *Digital assesment/Examen de preparación para el tema*

ISBN: 9781428553835

Current Page Number(s): (None)

Location: (None)

Original Text: (None)

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): All Experience at a Glance pages

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que
debe mirar o escuchar el video de preparación para el
maestro como preparación para enseñar esta Experiencia.

Updated Text: (Global Change)
Delete Video de preparación para el maestro box.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 47

Location: Pensar como un científico

Original Text: De un vistazo la actividad de la estación de trabajo práctico con los estudiantes.

Updated Text: (updated text) Dé un vistazo a la actividad de la estación de trabajo práctico con los estudiantes.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 20

Location: Experiencia 2, Objetivos

Original Text: Los estudiantes observarán y clasificarán objetos de acuerdo a sus propiedades físicas, incluyendo su forma, color y textura, y de acuerdo a atributos físicos tales como ser más grandes o pequeños y más pesados o livianos.

Updated Text: (updated text) Los estudiantes observarán y clasificarán objetos de acuerdo con sus propiedades físicas, incluyendo su forma, color y textura, y de acuerdo con atributos físicos tales como ser más grandes o pequeños y más pesados o livianos.
Los estudiantes comunicarán las explicaciones y las soluciones de manera individual y colaborativa en una variedad de escenarios y formatos.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 22

Location: Experiencia 2, Fenómeno relacionado

Original Text: Como fenómeno cotidiano alternativo, considere mostrar una foto de una tienda en la que los objetos, tales como los zapatos, la ropa y el equipamiento deportivo, están ordenados y bien acomodados para enfatizar cómo se agrupan los artículos. Pregunte a los estudiantes cómo están agrupados los artículos y por qué era necesario agrupar los de la tienda.

Updated Text: (updated text) Como fenómeno cotidiano alternativo, considere mostrar una foto de una tienda local en la que los objetos, tales como los zapatos, la ropa y el equipamiento deportivo, están ordenados y bien acomodados para enfatizar cómo se agrupan los artículos. Pregunte a los estudiantes cómo están agrupados los artículos y por qué era necesario agrupar los de la tienda.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 28

Location: Experiencia 3, Vistazo, Objetivos

Original Text: Los estudiantes observarán e investigarán cómo el calentamiento y el enfriamiento cambian a los materiales. También predecirán y explicarán cambios en los materiales causados por el calentamiento o el enfriamiento.

Updated Text: (updated text) Los estudiantes desarrollarán y usarán modelos para predecir y explicar los cambios que el calentamiento y el enfriamiento generan en los materiales.
Los estudiantes identificarán formas de la energía y propiedades de la materia.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 32

Location: Explorar, PROCEDIMIENTO DE INDAGACIÓN GUIADA

Original Text: 1. Colóquense los lentes de seguridad.
2. Lean en voz alta el punto 1 de la actividad práctica.
3. Tomen la bolsa por su borde superior. Observen los cubos sin tocarlos.
4. Lean en voz alta el punto 2 de la actividad práctica, e imiten la manera de responder al punto.
5. Metan cuidadosamente la bolsa en el vaso con agua, asegurándose de no derramar agua.
6. Después de uno o dos minutos, despacio y con cuidado, saquen la bolsa del agua y sosténgala por encima del vaso para que gotee dentro de él.
7. Observen la bolsa. Luego colóquenla de nuevo con cuidado en el vaso con agua.
8. Vuelvan a la actividad práctica e imiten la manera de completar la hoja.

Updated Text: (updated text)
1. Colóquense los lentes de seguridad.
2. Tomen la bolsa por su borde superior. Observen los cubos sin tocarlos.
3. Metan cuidadosamente la bolsa en el vaso con agua, asegurándose de no derramar agua.
4. Después de uno o dos minutos, despacio y con cuidado, saquen la bolsa del agua y sosténgala por encima del vaso para que gotee dentro de él.
5. Observen la bolsa. Luego colóquenla de nuevo con cuidado en el vaso con agua.

Component: ***Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 42

Location: Fenómeno relacionado, bullet text

Original Text: Hazlo con queso Pida a los estudiantes que describan un trozo de queso y dibuje los detalles que describen. Luego, pídales que digan que habría que hacer con el queso si quisieran preparar macarrones con queso. Posiblemente, la respuesta sea que deben rallar el queso o usar calor para derretirlo. Pida a los estudiantes que comenten maneras en las que podrían calentar el queso para derretirlo. Dibuje sus respuestas.

Updated Text: (updated text) Queso al estilo de Texas Pida a los estudiantes que describan un trozo de queso y dibuje los detalles que describen. Luego, pídales que digan qué habría que hacer con el queso si quisieran preparar queso al estilo de Texas. Posiblemente, la respuesta sea que deben rallar el queso o usar calor para derretirlo. Pida a los estudiantes que comenten maneras en las que podrían calentar el queso para derretirlo. Dibuje sus respuestas.

Component: ***Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 44

Location: Experiencia 1, Objetivo

Original Text: Los estudiantes investigarán y describirán aplicaciones del calor en la vida cotidiana.

Updated Text: (updated text) Los estudiantes investigarán y harán una predicción de las relaciones de causa y efecto para describir las aplicaciones del calor en la vida diaria.

Los estudiantes reunirán observaciones y mediciones como evidencia.

Component: ***Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 46

Location: Emprender, Fenómenos relacionados

Original Text: Ponga un pedazo de cartulina oscura al sol durante varios minutos. Pida a los estudiantes que describan cómo se sienten sus manos después de tocar el papel. Explique a los estudiantes que el calor del sol ha hecho que el papel se sienta tibio.

Updated Text: (updated text) Usando los sitios web USGS.gov o waterdatafortexas.org, busque tablas y datos que muestren los niveles y las temperaturas de los lagos y reservas locales durante un año. Pida a los estudiantes que hagan predicciones acerca de qué puede causar que el nivel del agua del lago disminuya y que su temperatura aumente.

Component: ***Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 48

Location: Explorar, PROCEDIMIENTO DE INDAGACIÓN GUIADA

Original Text: 1. Pongan cubos de hielo en ambos vasos.
2. Viertan agua tibia en uno de ellos.
3. Usen Use el cronometro para medir cuánto tardan en derretirse los cubos de cada vaso.

4. Si el tiempo para la investigación es limitado, registre el grado de derretimiento de los cubos de cada vaso.
5. Pregunte:

Updated Text: (updated text)
1. Pongan cubos de hielo en ambos vasos. Viertan agua tibia en uno de ellos.
2. Usen Use el cronometro para medir cuánto tardan en derretirse los cubos.
3. Pregunte:

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 49

Location: Repaso fenómeno de anclaje

Original Text: Pida a los estudiantes que apliquen lo que han aprendido sobre el calor para encontrar una explicación para el fenómeno de anclaje, ¿Qué necesitas para hacer un crayón con forma de oso?

Updated Text: (updated text) Pida a los estudiantes que apliquen lo que han aprendido sobre el calor para encontrar una explicación para el fenómeno de anclaje, ¿Qué ropa se secará más rápido?

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): Throughout Plan del tema and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Updated Text: (Global Change)
Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 52

Location: Experiencia 2, Vistazo, Objetivo

Original Text: Los estudiantes identificarán y describirán cambios provocados por el calor que pueden revertirse, como derretir mantequilla.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para investigar y hacer una predicción de las relaciones de causa y efecto en la ciencia para identificar y describir los cambios que genera el calor y se pueden revertir, como derretir manteca.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): Vistazo a la Experiencia pages 12, 20, 28, 44, 52, 60, 76, 84, 100, 108, 124, 132, 148, 164, 172, 180, 196, 204, 212

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)
We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 60

Location: Experiencia 3, Vistazo, Objetivo

Original Text: Identificar y describir que algunos cambios provocados por el calor no pueden revertirse, como cuando se hornea un pastel o se hierve un huevo.

Updated Text: (updated text)
Los estudiantes identificarán y describirán los cambios provocados por el calor que no pueden revertirse, como cuando se hornea un pastel o se hierve un huevo, a través de imágenes, números, palabras, símbolos y gráficas simples.

Los estudiantes identificarán formas de la energía y propiedades de la materia.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 62

Location: Experiencia 3, Emprender, Fenómeno relacionado, first bullet

Original Text: Muestre un video de una fogata que resalte los cambios irreversibles que tienen lugar cuando se quema madera. Pida a los estudiantes que describan los cambios que observan. También pídales que hagan una predicción acerca de si la ceniza que queda puede volver a convertirse en madera.

Updated Text: (updated text)
Muestre un video o una foto de una fogata de un campamento de la zona que resalte los cambios irreversibles que tienen lugar cuando se quema madera. Pida a los estudiantes que describan los cambios que observan. También pídales que hagan una predicción acerca de si la ceniza que queda puede volver a convertirse en madera.

Component: *Guía del maestro*

ISBN: 9781323223451

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

Location: Enseñanza diferenciada boxes

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

Updated Text: We will add the headings EN MEJORA, AVANZADO and NECESIDADES ESPECIALES to these activities to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 64

Location: Explorar, ENSEÑANZA DIFERENCIADA, bottom

Original Text: (None)

Updated Text: (insert new text)
Planear y llevar a cabo investigaciones Para los estudiantes que estén experimentando dificultades para planear y llevar a cabo esta investigación, pídales que escriban estas preguntas antes de comenzar: ¿Qué preguntas estás intentando responder? ¿Cómo usarás tus materiales para responder a esta pregunta? Guíe a los estudiantes para responder a las preguntas, según sea necesario.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): Last page of each topic 37, 69, 93, 117, 157, 189, 221

Location: After Topic Test Remediation

Original Text: (None)

Updated Text: (Global Change)
Contenido en espiral
Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)
Actividad de contenido en espiral

Publisher: Summit K12 Holdings

SP Science, (Spanish) Grade 1

Program: *Dynamic Science (Spanish) 1st Grade: TEKS*

Component: *Dynamic Science (Spanish) 1st Grade*

ISBN: 9781433406072

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: Teach and Discuss

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

Publisher: Houghton Mifflin Harcourt

SP Science, (Spanish) Grade 2

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 2: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.6.B, Day 3, Screen 10

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Speech to Text interactivity, sentence 1

Original Text: "Aprendiste cómo cambian el aceite y los crayones congelados cuando se derriten."

Updated Text: "Aprendiste cómo cambian los crayones cuando se derriten."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
View Current Content

Current Page Number(s): p. 9

Location: Column 2, paragraphs 2–3

Original Text: "Sugiera a los estudiantes que conversen sobre por qué creen que ninguno de los materiales de la actividad fue clasificado como que toda la luz pasa a través de ellos.
Los estudiantes podrán notar que ningún material permite que pase toda la luz a través de ellos. Algunos materiales permiten que la luz pase a través de ellos, como las ventanas de nuestra aula, pero no tuvimos ejemplos de esos materiales para probarlos en la actividad."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.8.A, Day 1, Screen 5

Location: Speech to Text Interactivity, image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:
View Current Content

Current Page Number(s): p. 132

Location: top image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:
View Current Content

Current Page Number(s): p. 145

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: top image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.9.B, Day 2, Screen 3

Location: Paso 3

Original Text: "Paso 3"

Updated Text: "Paso 3
Organiza tus datos usando palabras. Haz una tabla para comparar.
Paso 4"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:
View Current Content

Current Page Number(s): p. 226

Location: Paso 3

Original Text: "Paso 3"

Updated Text: "Paso 3
Organiza tus datos usando palabras. Haz una tabla para comparar.
Paso 4"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:
View Current Content

Current Page Number(s): p. 44

Location: Paragraph 2, Sentence 1

Original Text: "Aprendiste cómo cambian el aceite y los crayones congelados cuando se derriten."

Updated Text: "Aprendiste cómo cambian los crayones cuando se derriten."

Publisher: Savvas Learning

SP Science, (Spanish) Grade 2

Program: *Texas Experimenta las Ciencias Grade 2 (Print with digital): TEKS*

Component: *Examen de preparación para el tema*

ISBN: 9781428553842

Current Page Number(s): N/A

Location: N/A

Original Text: N/A

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): 28

Location: Topic 1, Experience 3, Experience at a Glance

Original Text: Objetivo
Los estudiantes demuestran que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Updated Text: Objetivo
Los estudiantes usan prácticas de ingeniería para examinar y demostrar que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): 44

Location: Topic 2, Experience 1, Experience at a Glance

Original Text: Objetivo
Los estudiantes explicarán cómo los objetos se empujan entre sí y cómo algunos cambian de forma cuando se tocan o se chocan.

Updated Text: Objetivo
Los estudiantes investigarán y explicarán cómo los objetos se empujan entre sí y harán una predicción acerca de cómo algunos cambian de forma cuando se tocan o se chocan.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): 52

Location: Topic 2, Experience 2, Experience at a Glance

Original Text: Objetivo
Los estudiantes harán un plan e investigarán cómo la intensidad de un empujón o un jalón influye en el movimiento de un objeto.

Updated Text: Objetivo
Los estudiantes planearán y llevarán a cabo una investigación para hacer una predicción de la relación de causa y efecto acerca de cómo la intensidad de un empujón o un jalón puede cambiar el movimiento de un objeto.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): All Experience at a Glance pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 132, 140, 164, 172, 180, 196, 204, 212

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (GLOBAL CHANGE)
Deleted Video de preparación para el maestro box.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 6

Location: Topic 1 Overview, Preview the Topic

Original Text: En este tema, los estudiantes aprenden sobre la materia. En la Experiencia 1, investigan las propiedades de la materia, incluyendo la textura, la flexibilidad y la temperatura. En la Experiencia 2, investigan los cambios en la materia a través de procesos como cortar, doblar, lijar, derretir y congelar. En la Experiencia 3, demuestran que la materia puede estar formada por objetos que, a su vez, están constituidos por unidades más pequeñas, y que esas unidades pueden combinarse o reensamblarse para formar nuevos objetos con distintos fines. También explican por qué los materiales se eligen en función de sus propiedades físicas.

Updated Text: (Inserted second paragraph below existing content.)
A medida que progrese en el tema, conecte las actividades con lo que los estudiantes aprendieron en el grado 1. Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre clasificar objetos mediante las propiedades observables (TEKS 1.6A) y las propiedades de las partículas en distintos tipos de suelos (TEKS 1.10A) a lo que están aprendiendo en el tema 1 sobre propiedades como la textura (TEKS 2.6A). Pueden basarse en lo que aprendieron sobre los cambios en los materiales mediante el calentamiento (TEKS 1.6B, 1.8B) y aplicarlo en lo que están aprendiendo sobre los procesos que cambian la materia en el tema 1 (TEKS 2.6B).

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 38

Location: Topic 2 Overview, Preview the Topic

Original Text: En este tema, los estudiantes aprenden sobre la fuerza y el movimiento. Primero, en la Experiencia 1, investigan cómo los objetos se empujan unos a otros y cómo pueden cambiar de forma cuando se tocan o se chocan. Luego, en la Experiencia 2, los estudiantes investigan cómo la intensidad de un empujón o un jalón puede cambiar el movimiento de un objeto.

Updated Text: (Inserted second paragraph below existing content.)
A medida que progrese en el tema, conecte las actividades con el tema 1, La materia. Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre las propiedades físicas observables de la materia (TEKS 2.6A) y cómo las propiedades se pueden cambiar mediante procesos como doblar (TEKS 2.6B) para explicar cómo los objetos se empujan entre sí y pueden cambiar de forma cuando se tocan o colisionan (TEKS 2.7A).

Component: *Presentación de ideas clave*

ISBN: 9781428553842

Current Page Number(s): Slides 12–13

Location: Topic 2, Experience 2, Teacher Notes

Original Text: Comentar
Mire las imágenes con los estudiantes. Señale que la flecha roja representa la intensidad del empujón que se usó para hacer que el columpio se moviera. Una flecha más larga representa un empujón con una fuerza mayor.

Updated Text: Comentar
Mire las imágenes con los estudiantes. Señale que la flecha roja representa la intensidad del empujón que se usó para hacer que el columpio se moviera. Una flecha más larga representa un empujón con una fuerza mayor. Estas flechas representan fuerzas. También se pueden usar para representar la intensidad de un jalón.

Component: *Presentación de ideas clave*

ISBN: 9781428553842

Current Page Number(s): Slides 12–13

Location: Topic 2, Experience 2, Teacher Notes

Original Text: ¡Inténtalo!
Pida a los estudiantes que piensen en un objeto que se mueva, como una puerta, un carrito de compras o una pala. Luego, pida a los estudiantes que dibujen dos imágenes, una que muestre cómo se moverá el objeto cuando se use un pequeño empujón y otra que muestre cómo se moverá el objeto cuando se use un gran empujón. Permita que los estudiantes muestren sus dibujos a la clase y describan la causa y el efecto de los empujones de sus dibujos.

Updated Text: ¡Inténtalo!
Pida a los estudiantes que piensen en un objeto que se mueva, como una puerta, un carrito de compras o una pala. Luego, pida a los estudiantes que dibujen dos imágenes, una que muestre cómo se moverá el objeto cuando se use un pequeño empujón y otra que muestre cómo se moverá el objeto cuando se use un gran empujón. Repita esta actividad para mostrar cómo se moverá el objeto cuando se use un pequeño empujón y cuando se use un gran empujón. Permita que los estudiantes muestren sus dibujos a la clase y describan la causa y el efecto de los empujones de sus dibujos.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 68

Location: Topic 3, Experience 1, Objective

Original Text: Objetivo
Los estudiantes demostrarán y explicarán que el sonido se produce cuando la materia vibra.

Updated Text: Objetivo
Los estudiantes demostrarán que el sonido es una forma de energía y que se produce cuando la materia vibra.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 76

Location: Topic 3, Experience 2, Objective

Original Text: Objetivo
Los estudiantes explicarán
cómo y por qué se usan
distintos niveles de sonido
en la vida diaria.

Updated Text: Objetivo
Los estudiantes desarrollarán explicaciones sobre cómo y por qué se usan diferentes niveles de sonido en la vida diaria y describirán las propiedades de los objetos en términos de cantidad.

Component: *Guía del maestro*

ISBN: 9781323223468

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

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)
Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 84

Location: Topic 3, Experience 3, Objective

Original Text: Objetivo
Los estudiantes explicarán cómo se utilizan distintos niveles de sonido en la vida diaria.

Updated Text: Objetivos
Los estudiantes explicarán cómo se utilizan distintos niveles de sonido en la vida diaria.
Los estudiantes utilizarán herramientas para examinar las partes de un todo para definir un dispositivo de sonido.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): Experience at a Glance pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 132, 140, 164, 172, 180, 196, 204, 212

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)
We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 100

Location: Topic 4, Experience 1, Objective

Original Text: Objetivo
Los estudiantes explicarán
que el Sol le brinda calor
y luz al planeta Tierra, y
que la Luna refleja la luz
del Sol.

Updated Text: Objetivos
Los estudiantes reunirán observaciones para explicar que el Sol le da luz y calor a la Tierra y que la Luna refleja la luz del Sol.
Los estudiantes investigarán y harán predicciones de las relaciones de causa y efecto entre la luz del Sol y la temperatura de la Tierra.

Component: *Guía del maestro*

ISBN: 9781323223468

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

Location: Differentiated Instruction boxes

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

Updated Text: (GLOBAL CHANGE)
We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 108

Location: Topic 4, Experience 2, Objective

Original Text: Objetivo
Los estudiantes
anotarán y graficarán
información sobre el
estado del tiempo, como
la temperatura y las
precipitaciones.

Updated Text: Objetivos
Los estudiantes usarán herramientas para recolectar y graficar información sobre el tiempo, incluyendo la temperatura y la precipitación.
Los estudiantes observarán las partes de una herramienta que se usa para pronosticar el tiempo y explicarán de qué manera funcionan las partes para dar información sobre el tiempo.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): Topic Planners, pp. 9, 41, 65, 97, 129, 161, 193

Location: N/A

Original Text: N/A

Updated Text: (GLOBAL CHANGE)
Added columns to the Evaluación para el tema box at the bottom of the page to include:
Examen de preparación del tema
Repaso de la pregunta del fenómeno de anclaje
Actividad de contenido en espiral
Examen del tema
Added a note to the top of the page to provide additional information to the teacher:
En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 116

Location: Topic 4, Experience 3, Objective

Original Text: Objetivo
Los estudiantes investigarán los fenómenos de tiempo extremo, como los tornados, los huracanes y las inundaciones, y dónde es más probable que ocurran.

Updated Text: Objetivos
Los estudiantes investigarán los fenómenos de tiempoextremo, como los tornados, los huracanes y las inundaciones, y dónde es más probable queocurran.
Los estudiantes harán un modelo de una inundación que ocurre cerca de un lago y analizarán sus datos para explicar lo que sucedería con las plantas y los animales que se encuentran cerca de un río inundado.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): pp. 37, 61, 93, 125, 157, 189, 221

Location: After Topic Test Remediation, last page of each topic

Original Text: N/A

Updated Text: (GLOBAL CHANGE)
Contenido en espiral
Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)
Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): pp. 7, 39, 63, 95, 127, 159, 191

Location: Topic Overview, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Updated Text: (Added a new paragraph to every box for each topic.)
Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Publisher: Summit K12 Holdings

SP Science, (Spanish) Grade 2

Program: *Dynamic Science (Spanish) 2nd Grade: TEKS*

Component: *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: Teach and Discuss

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

Publisher: Houghton Mifflin Harcourt

SP Science, (Spanish) Grade 3

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 3: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3*

ISBN: 9780358881667

Link to Current Content:
View Current Content

Current Page Number(s): Cambios en el estado de la materia (TEKS 3.6.C) Examen breve, new p. 4

Location: New Item 7, prompt and answer choices after new item 6

Original Text: N/A

Updated Text: "Penny mide la temperatura de una muestra de cera mientras esta se enfría y pierde energía."
[start of table]
"Cambio de estado: Cera"
"Estado" "Temperatura (° C)"
"líquido" "100"
"líquido" "85"
"líquido" "65"
"sólido" "35"

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

"sólido" "0"
[end of table]
"Según la información de la tabla de datos de Penny, ¿a qué temperatura la cera es un sólido?
A. 28° C
B. 65° C
C. 99° C
D. 110° C"

Publisher: Savvas Learning

SP Science, (Spanish) Grade 3

Program: *Texas Experimenta las Ciencias Grade 3 (Print with digital): TEKS*

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 71

Location: Topic 3, Experience 1, Explorar

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS
Repase los boletos de salida recogidos de la actividad de Emprender. Identifique los conocimientos previos sobre la energía.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS
Repase los boletos de salida recogidos de la actividad de Emprender. Identifique los conocimientos previos sobre la energía. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 81

Location: Topic 3, Experience 2, Evaluar

Original Text: ENERGÍA MECÁNICA
Los estudiantes responden a preguntas sobre la energía mecánica completando un cuestionario editable/impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario.

Updated Text: ENERGÍA MECÁNICA
Los estudiantes responden a preguntas sobre la energía mecánica completando un cuestionario editable/impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario.
Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Guía del maestro*

ISBN: 9781323223475

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): p. 87

Location: Topic 4, Topic Overview

Original Text: TEKS DE ARTES DEL LENGUAJE Y DE LECTURA
SLAR 3.6.G Evaluar los detalles leídos para determinar las ideas clave.
SLAR 3.7.B Escribir una respuesta a una obra literaria o informativa que demuestre la comprensión del texto.

Updated Text: TEKS DE ARTES DEL LENGUAJE Y DE MATEMÁTICAS
SLAR 3.6.G Evaluar los detalles leídos para determinar las ideas clave.
SLAR 3.7.B Escribir una respuesta a una obra literaria o informativa que demuestre la comprensión del texto.
TEKS DE ESTUDIOS SOCIALES
ESTUDIOS SOCIALES 3.14F Desarrollar y comunicar un enunciado y evidencia de apoyo de forma visual, oral o escrita relacionada con un tema de estudios sociales.
También, ESTUDIOS SOCIALES 3.15F

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 81

Location: Topic 3, Experience 2, Evaluar

Original Text: N/A

Updated Text:
Enseñanza dirigida
Si tiene estudiantes que no han alcanzado el dominio a nivel de grado de los conceptos de esta Experiencia, intente lo siguiente:
Haga rodar dos pelotas hacia una línea de meta establecida. Invite a los estudiantes a que describan la rapidez de las pelotas entre una y otra.
Pida a los estudiantes que hagan una predicción sobre qué sucederá si hace rodar dos carros hacia abajo desde dos rampas con alturas diferentes. Haga rodar los carros por las ramas al mismo tiempo. Pida a los estudiantes que comparen el movimiento de los carros.

Component: *Guía del maestro*

ISBN: 9781323223475

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

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)
Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 143

Location: Topic 5, Experience 4

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS
Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre los recursos naturales y la conservación.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS
Repase los boletos de salida recogidos de la actividad de Emprender. Repase los boletos de salida recogidos de la actividad de Emprender. Si se muestra en los boletos de salida una falta de comprensión o malentendidos, utilice este apoyo y guía para la aceleración del aprendizaje en el momento justo.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 92

Location: Topic 4, Experience 1, Objective

Original Text: Objetivo
Los estudiantes construirán y explicarán un modelo de la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y la Luna.

Updated Text: Objetivos
Los estudiantes construirán y explicarán un modelo de la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y la Luna.
Los estudiantes identificarán las relaciones de causa y efecto para explicar la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y de la Luna.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): Experience at a Glance pages, pp. 12, 20, 28, 44, 52, 68, 76, 92, 100, 116, 124, 132, 156, 164, 172, 180, 196, 204

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)
We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 156

Location: Topic 6, Experience 1, Objective

Original Text: Objetivo
Los estudiantes explicarán cómo la temperatura y la precipitación influyen en el crecimiento y el comportamiento de los animales a través de la migración y la hibernación, y la manera en que responden las plantas a través de la latencia.

Updated Text: Objetivos
Los estudiantes explicarán cómo la temperatura y la precipitación influyen en el crecimiento y el comportamiento de los animales a través de la migración y la hibernación, y la manera en que responden las plantas a través de la latencia.
Los estudiantes identifican patrones en l migración de las aves para explicar por qué migran las aves.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 103

Location: Topic 4, Experience 2

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS
Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre el sistema solar.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS
Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre el sistema solar. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223475

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

Location: Differentiated Instruction boxes

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

Updated Text: (GLOBAL CHANGE)
We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781428553859

Current Page Number(s): p.39

Location: Topic 4, Experience 2, Estación STEAM

Original Text: 1 Diseñar
A. Identifica el orden de los planetas empezando por el Sol.
1. _____ 2._____ 3._____ 4._____
5. _____ 6._____ 7._____ 8._____

Updated Text: 1 Diseñar
A. Compara los datos de la tabla. Identifica el orden de los planetas en función de sus distancias al Sol. Completa la tabla.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): Topic Planners. pp. 9, 41, 65, 89, 113, 153, 193

Location: N/A

Original Text: N/A

Updated Text: (GLOBAL CHANGE)
Added columns to the Evaluación para el tema box at the bottom of the page to include:
Examen de preparación del tema
Repaso de la pregunta del fenómeno de anclaje
Actividad de contenido en espiral
Examen del tema
Added a note to the top of the page to provide additional information to the teacher:

En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 87

Location: Topic 4, Topic Overview

Original Text: N/A

Updated Text: (added Conexión con el hogar box, which was previously not included)
Conexión con el hogar
Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): Last page of each topic, pp. 61, 85, 109, 149, 189, 213

Location: After Topic Test Remediation, last page of each topic

Original Text: N/A

Updated Text: (GLOBAL CHANGE)
Contenido en espiral
Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)
Actividad de contenido en espiral

Component: *Examen de preparación para el tema*

ISBN: 9781428553859

Current Page Number(s): N/A

Location: N/A

Original Text: N/A

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781323223383

Current Page Number(s): p. 49

Location: Topic 1, Experience 3, Actividad del fenómeno cotidiano title

Original Text: ¿Por qué se usa hormigón en la construcción?

Updated Text: ¿Por qué el hormigón es un buen material para la construcción?

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): pp.

Location: Topic Overview, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Updated Text: (Added a new paragraph to every box for each topic.)
Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 12

Location: Topic 1, Experience 1, Objective

Original Text: Objetivo
Los estudiantes medirán, probarán y registrarán las propiedades físicas de la materia, incluyendo su masa, su magnetismo y su capacidad de hundirse o flotar en el agua.

Updated Text: Objetivos
Los estudiantes medirán, probarán y registrarán las propiedades físicas de la materia, incluyendo su masa, su magnetismo y su capacidad de hundirse o flotar en el agua.
Los estudiantes identificarán e investigarán las relaciones de causa y efecto para explicar las propiedades físicas de la materia y reunirán observaciones y mediciones como evidencia.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 15

Location: Topic 1, Experience 1, Explorar

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS
Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre las propiedades de la materia.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS
Repase los boletos de salida recogidos de la actividad de Emprender.
Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 19

Location: Topic 1, Experience 1, Evaluar

Original Text: PROPIEDADES DE LA MATERIA
Los estudiantes responden a preguntas sobre las propiedades de la materia completando un cuestionario impreso o en

línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario.

Updated Text: PROPIEDADES DE LA MATERIA
Los estudiantes responden a preguntas sobre las propiedades de la materia completando un cuestionario impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario. Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p.19

Location: Topic 1, Experience 1, Evaluar, right column

Original Text: N/A

Updated Text: (inserted Enseñanza dirigida box)
Si tiene estudiantes que no han alcanzado el dominio a nivel de grado de los conceptos de esta Experiencia, intente lo siguiente:
Pida a un voluntario que infle un globo. Pase el globo inflado para que lo observen. Invite a los estudiantes a que comenten qué es lo ocupa espacio dentro del globo.
Dé a los estudiantes tarjetas y clips para que observen. Inicie un debate sobre las propiedades físicas de los dos objetos. Pida a los estudiantes que hagan una predicción acerca de si la tarjeta o el clip serán magnéticos. Pídales que usen un imán para probar si los objetos son magnéticos. Pregunta a los estudiantes si una tarjeta o un clip son livianos o pesados para su tamaño. Pídales que prueben si cada objeto flotará o se hundirá en el agua.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 21

Location: Topic 1, Experience 2, Objective

Original Text: Objetivo
Los estudiantes describirán y clasificarán muestras de materia en sólidos, líquidos y gases. Los estudiantes predecirán, observarán y
anotarán cambios en el estado de la materia causados por el calentamiento o el enfriamiento en una variedad de sustancias.

Updated Text: Objetivo
Los estudiantes reunirán observaciones como evidencia para describir y clasificar muestras de materia en sólidos, líquidos y gases. Los estudiantes identificarán las relaciones de causa y efecto para explicar, predecir, observar y anotar cambios en el estado de la materia generados por el calentamiento o el enfriamiento en una variedad de sustancias.

Publisher: Savvas Learning

SP Science, (Spanish) Grade 4

Program: *Texas Experimenta las Ciencias Grade 4 (Print with digital): TEKS*

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): (throughout)

Location: Side column of most pages, Vistazo al tema right-hand page, Planes del tema, and Vistazo a la Experiencia

Original Text: TEKS standards

Updated Text: Added TEKS standards references to include a more comprehensive list.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 39

Location: Conexión con el hogar, side feature

Original Text: Las fuerzas de contacto en el hogar Pida a los estudiantes que hagan una lista de todas las fuerzas de contacto que observan en sus hogares. Los estudiantes deberían anotar esta información en sus cuadernos de Ciencias. Proporcione oportunidades a los estudiantes para que compartan sus observaciones con la clase.

Updated Text: Las fuerzas de contacto en el hogar Pida a los estudiantes que hagan una lista de todas las fuerzas de contacto que observan en sus hogares. Los estudiantes deberían anotar esta información en sus cuadernos de Ciencias. Proporcione oportunidades a los estudiantes para que compartan sus observaciones con la clase. Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 7, 39, 63, 95, 119, 151, 183

Location: Vistazo al tema, right-hand page, TEKs list

Original Text: TEKS standards

Updated Text: Added cross-curricular TEKS as appropriate.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 44

Location: Objetivos box, top of page

Original Text: Los estudiantes planearán y harán una investigación para explorar y demostrar los patrones causados por la fricción en contacto con un objeto, como la disminución de movimiento a medida que aumenta la fricción.

Updated Text: Los estudiantes usarán prácticas científicas para planear y llevar a cabo una investigación para explorar y demostrar los patrones causados por la fricción en contacto con un objeto, como la disminución de movimiento a medida que aumenta la fricción. Los estudiantes analizarán los datos e identificarán características significativas, patrones o fuentes de error.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 124, 132, 140, 156, 164, 172, 188, 196

Location: Vistazo a la Experiencia pages, TEKS section at top

Original Text: PCI and TCR TEKS

Updated Text: Added labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 52

Location: Objetivos box, top of page

Original Text: Los estudiantes planearán y conducirán una investigación para demostrar los patrones de magnetismo y de gravedad en objetos.

Updated Text: Los estudiantes planearán y llevarán a cabo una investigación para demostrar los patrones de magnetismo y de gravedad en objetos. Los estudiantes usarán instrumentos (como reglas de un metro) para observar, medir, probar y analizar la información. Identificarán e investigarán las relaciones de causa y efecto para desarrollar explicaciones y proponer soluciones.

Component: *Guía del maestro*

ISBN: 9781323223482

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

Location: Enseñanza diferenciada sections

Original Text: Enseñanza diferenciada activities currently include two activity ideas with run-in bold titles for the activities.

Updated Text: Added the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 9, 41, 65, 97, 121, 153, 185

Location: Plan del tema, top of right-hand page and bottom of page

Original Text: (new content)

Updated Text: Added a note to the top of the page to provide additional information to the teacher:
En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Added columns to the Evaluación para el tema box at the bottom of the page that will include:
Examen de preparación del tema
Repaso de la pregunta del fenómeno de anclaje
Actividad de contenido en espiral
Examen del tema

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 37, 61, 93, 117, 149, 181, 205

Location: Conclusión, after Remediación para el examen del tema

Original Text: (new content)

Updated Text: Contenido en espiral
Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)
Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 6

Location: Vistazo al tema, Vista preliminar del tema

Original Text: (new content)

Updated Text: (Insert second paragraph)
A medida que progrese en el tema, conecte las actividades con el Tema 1 de Grado 3, La materia. Los estudiantes pueden aplicar lo que aprendieron el año anterior sobre las propiedades de la materia (TEKS 3.6A) en lo que aprenden en el Tema 1 sobre la clasificación y la descripción de propiedades adicionales de la materia (TEKS 4.6A).

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 38

Location: Vistazo al tema, Vista preliminar del tema

Original Text: (new content)

Updated Text:
A medida que progrese en el tema, conecte las actividades con el Tema 1, La materia. Los estudiantes pueden aplicar lo que aprendieron en el Tema 1 sobre las propiedades físicas observables de la materia (TEKS 4.6A) en preguntas que hacen e investigaciones que planean y llevan a cabo en el Tema 2, sobre las fuerzas de contacto y las fuerzas a distancia que actúan sobre los objetos (TEKS 4.7A)

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): All topics

Location: Explorar, Antes de las estaciones
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: (new content)

Updated Text: Added a reference in the Abordar los conocimientos paragraphs for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): All topics

Location: Estación de trabajo práctico, Guiar la planificación del estudiante

Original Text: (new content)

Updated Text: Added a reference to Guiar la planificación del estudiante sections for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): All topics

Location: Estación de lectura, Guiar el razonamiento del estudiante

Original Text: (new content)

Updated Text: Added a reference to Guiar el razonamiento del estudiante sections for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): All topics

Location: Experience Evaluar pages, Prueba sections and side column

Original Text: (new)

Updated Text: Under Prueba in all Experience Evaluar pages, added suggestions and a box for Enseñanza dirigida for students who have not yet mastered the Experience content and concepts.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 6

Location: Vistazo previo, Contexto para el maestro

Original Text: • Una mezcla es una combinación de dos o más materiales que son fáciles de identificar y separar.
• Una solución es un tipo de mezcla en la que un material se disuelve de manera uniforme en otro material, lo que hace que estos materiales ya no sean fáciles de identificar o separar.
• La conservación de la materia significa que, cuando los materiales están combinados, la cantidad de cada material se mantiene igual, aun si el estado de la materia cambia.

Updated Text: (moved original second bullet to previous paragraph)
• Una mezcla es una combinación de dos o más materiales que son fáciles de identificar y separar.

• La conservación de la materia significa que, cuando los materiales están combinados, la cantidad de cada material se mantiene igual, aun si el estado de la materia cambia.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 7

Location: Conexión con el hogar box, side feature

Original Text: Describir la materia en el hogar A medida que los estudiantes aprenden sobre las propiedades de la materia, anímelos a trabajar con los miembros de su familia para que identifiquen ejemplos de materia en y cerca de sus hogares y y para que los anoten en sus cuadernos de Ciencias. Pida a los estudiantes que describan las propiedades de cada ejemplo y expandan las descripciones a medida que aprenden más sobre la materia. Proporcione oportunidades a los estudiantes para que comenten sus observaciones con la clase.

Updated Text: Describir la materia en el hogar A medida que los estudiantes aprenden sobre las propiedades de la materia, anímelos a trabajar con los miembros de su familia para que identifiquen ejemplos de materia en y cerca de sus hogares y y para que los anoten en sus cuadernos de Ciencias. Pida a los estudiantes que describan las propiedades de cada ejemplo y expandan las descripciones a medida que aprenden más sobre la materia. Proporcione oportunidades a los estudiantes para que comenten sus observaciones con la clase. Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 12

Location: Objetivos box, top of page

Original Text: Los estudiantes describirán propiedades físicas de la materia, y la clasificarán y describirán de acuerdo con su temperatura, su masa, su magnetismo y su densidad relativa (la capacidad de hundirse o flotar en el agua).

Updated Text: Los estudiantes observarán las propiedades físicas de la materia y usarán patrones para clasificar y describir la materia de acuerdo con su temperatura, su masa, su magnetismo y su densidad relativa (la capacidad de hundirse o flotar en el agua).

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 20

Location: Objetivos box, top of page

Original Text: Los estudiantes clasificarán y describirán la materia usando propiedades físicas observables, incluyendo la temperatura, la masa, el magnetismo, la densidad relativa (la capacidad de hundirse o flotar en el agua) y el estado físico (sólido, líquido, gaseoso).

Updated Text: Los estudiantes construirán organizadores gráficos para clasificar, describir e identificar patrones de la materia usando propiedades físicas observables, como la temperatura, la masa, el magnetismo, la densidad relativa (la capacidad de hundirse o flotar en el agua) y el estado físico (sólido, líquido, gaseoso).

Publisher: Savvas Learning

SP Science, (Spanish) Grade 5

Program: *Texas Experimenta las Ciencias Grade 5 (Print with digital): TEKS*

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 23

Location: Explorar, side column

Original Text: Actividades de las tarjetas de las estaciones

Updated Text: (revised text)
Actividades de las tarjetas de las estaciones pp. 35-41 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 49

Location: right column

Original Text: Lee y entérate

Updated Text: (revised text)
Lee y entérate pp. 81-83 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 49

Location: right column

Original Text: Actividad de la estación de lectura

Updated Text: (revised text)
Actividad de la estación de lectura pp. 77-80 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 49

Location: right column

Original Text: Tarjetas de actividades de vocabulario

Updated Text: (revised text)
Tarjetas de actividades de vocabulario p. 93 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 51
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Evaluar, Fuerzas de contacto paragraph

Original Text: (new content)

Updated Text: (add after last sentence)
Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "Enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Guía del maestro*

ISBN: 9781323223499

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

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS standards references

Updated Text: (GLOBAL CHANGE)
Added appropriate TEKS references for a more comprehensive list, including cross-curricular Math and Social Studies TEKS.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): 28

Location: Topic 1, Experience 3, Experience at a Glance

Original Text: Objetivo
Los estudiantes demuestran que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Updated Text: Objetivo
Los estudiantes usan prácticas de ingeniería para examinar y demostrar que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 124, 132, 140, 148, 164, 172, 180, 196, 204

Location: The TEKS box on the Experience Vistazo pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)
We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 12

Location: Objetivos in blue box

Original Text: Los estudiantes medirán y observarán propiedades físicas. Los estudiantes compararán y contrastarán la materia basándose en sus propiedades físicas.

Updated Text: (revised text)
Los estudiantes trabajarán con el fenómeno, las estaciones de trabajo práctico y de lectura y las ideas clave para medir y observar propiedades físicas de la materia, y compararán y contrastarán la materia basándose en sus propiedades físicas.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): Throughout the topics

Location: Estación de lectura, Guiar el razonamiento del estudiante

Original Text: (New Content)

Updated Text: (new content)
Added new content for teachers to use scaffolding and guidance for just-in-time learning acceleration.

Component: *Guía del maestro*

ISBN: 9781323223499

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

Location: Enseñanza diferenciada boxes

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

Updated Text: (GLOBAL CHANGE)
We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): pp. 9, 41, 65, 97, 121, 161, 193

Location: Plan del tema, right-hand page

Original Text: (new content)

Updated Text: (GLOBAL CHANGE)
Added a note to the top of the page to provide additional information to the teacher:
En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Added columns to the Evaluación para el tema box at the bottom of the page to include:
Examen de preparación del tema
Repaso de la pregunta del fenómeno de anclaje
Actividad de contenido en espiral
Examen de práctica de los TEKS
Examen del tema

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 37, 61, 93, 117, 157, 189, 213

Location: Last page of each topic

Original Text: (new content)

Updated Text: (GLOBAL CHANGE)
Contenido en espiral
Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)
Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 37, 61, 93, 117, 157, 189, 213

Location: Last page of each topic

Original Text: (new content)

Updated Text: (GLOBAL CHANGE)
Los exámenes de práctica A y B de los TEKS le permiten supervisar el progreso de los estudiantes en el dominio de los TEKS de los Grados 3 a 5. Puede asignar estos exámenes al final del año o asignar preguntas del examen específicas durante el año. El Cuaderno de preparación de TEKS para STAAR® del Grado 5 ayudará a sus estudiantes a prepararse para la evaluación de STAAR® de final del curso.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): pp. 7, 39, 63, 95, 119, 159, 191

Location: Vistazo al tema, right-hand page, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Updated Text: (Added a new paragraph to every box for each topic.)
Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Digital Components*

ISBN: 9781428553873

Current Page Number(s): Presentaciones de ideas clave

Location: Boleto de salida slide, presenter notes

Original Text: Boleto de salida Teacher Support section

Updated Text: (new content)
Added new content for teachers to use scaffolding and guidance for just-in-time learning acceleration.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 6, 38, 62, 94, 118, 158, 190

Location: Vistazo al tema, Vista preliminar del tema

Original Text: Vista preliminar del tema, new content

Updated Text: Added new content to the Vista preliminar del tema paragraph in each topic to connect to the concepts students have previously learned with the current topic.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781428513891

Current Page Number(s): 235

Location: Activity title

Original Text: ¿Cómo ayuda el comportamiento
a los animales a sobrevivir en su medioambiente?

Updated Text: (revised text)
¿De qué manera el comportamiento de los animales los ayuda a sobrevivir en su medioambiente?

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 23

Location: Explorar section, Abordar los conocimientos previos

Original Text: Repase los boletos de salida recogidos de la actividad de Emprender. Identifique los conocimientos previos sobre sólidos, líquidos y gases.

Updated Text: (revised text)
Repase los boletos de salida recogidos de la actividad de Emprender. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Publisher: Savvas Learning

SP Science, (Spanish) Grade 6

Program: *Texas Experimenta Las Ciencias Grade 6 (Print with digital): TEKS*

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 13, 18, 25, 31, 40, 46, 54, 59, 65, 71, 81, 88, 96, 103, 110, 119, 125, 131, 137, 146, 151, 160, 167, 174, 180

Location: Experience Vistazo pages

Original Text: TEKS standards references

Updated Text: Added appropriate TEKS references for a more comprehensive list, and labels that say PCI TEKS and TCR TEKS where applicable.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

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

Location: Differentiated Instruction boxes

Original Text: Added labeling to Differentiated Instruction boxes throughout for ease of use

Updated Text: We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 13, 18, 25, 31, 40, 46, 54, 59, 65, 71, 81, 88, 96, 103, 110, 119, 125, 131, 137, 146, 151, 160, 167, 174, 180

Location: Experience Vistazo pages, box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro
Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (GLOBAL CHANGE)
Deleted Video de preparación para el maestro box.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 11

Location: Conexión con el hogar box

Original Text: Mezclas en el hogar Con toda la clase, haga una actividad en la que los estudiantes tengan que realizar el inventario y la clasificación de las mezclas que hay en los refrigeradores o despensas. El esquema de nivel y clasificación puede enfocarse en los estados de la materia de los objetos domésticos, como los alimentos. Luego, pueden enfocarse en clasificar los diferentes tipos de mezclas, como homogéneas (p. ej., limonada sin pulpa, mostaza amarilla) y heterogéneas (p. ej., ensalada, salsa). Amplíe la actividad cocinando estas mezclas e identificando en qué momento experimentan un cambio químico.

Updated Text: (insert new text after the last sentence of the original text)
Comparta la Carta de la escuela al hogar para este tema con padres y tutores para proporcionar información que apoye el aprendizaje de los estudiantes. Utilice la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales para llevar el aprendizaje en casa al salón de clases.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 11

Location: Iniciar el fenómeno de anclaje paragraph

Original Text: Los estudiantes miran un video que presenta lo que le ocurre a la pizza cuando se cocina en el horno. A lo largo del tema, los estudiantes obtendrán conocimientos que los ayudarán a explicar los cambios físicos y químicos que se producen cuando la masa y otros ingredientes se convierten en una pizza.

Updated Text: (revised text)
Los estudiantes ven un video que muestra lo que sucede con la pizza mientras se cocina en un horno. A lo largo del tema, los estudiantes compararán los estados de la materia en términos de estructura y forma para analizar los cambios físicos

de los ingredientes de la pizza. Los estudiantes también identificarán la formación de una nueva sustancia como evidencia de cambios químicos. Al investigar los indicadores de cambios físicos y químicos a lo largo del tema, los estudiantes comprenderán cómo la masa y otros ingredientes pueden combinarse físicamente, luego cocinarse y cambiar químicamente para convertirse en una pizza.

Component: ***Guía de conversación para el maestro***

ISBN: 9781428553910

Current Page Number(s): 38

Location: Conexión con el hogar box

Original Text: (new content)

Updated Text: (insert new paragraph)
Comparta la Carta de la escuela al hogar para este tema con los padres y tutores para proporcionar información que apoye el aprendizaje de los estudiantes. Utilizar la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales para incorporar el aprendizaje del hogar al salón de clases.

Component: ***Guía de conversación para el maestro***

ISBN: 9781428553910

Current Page Number(s): 38

Location: Iniciar el fenómeno de anclaje paragraph

Original Text: Los estudiantes miran un video que presenta el fenómeno de cómo se utiliza el agua para hacer que una persona se levante en el aire. A lo largo del tema, los estudiantes obtendrán conocimientos que los ayudarán a explicar que el dispositivo de vuelo propulsado por agua ejerce una fuerza sobre el agua, y el agua ejerce la misma fuerza, pero en dirección opuesta sobre el dispositivo.

Updated Text: (revised text)
Los estudiantes miran un video que presenta el fenómeno del uso del agua para elevar a una persona en el aire. A lo largo del tema, los estudiantes identificarán cómo actúan las fuerzas sobre los objetos. Los estudiantes calcularán la fuerza neta sobre un objeto para determinar si las fuerzas están equilibradas o desequilibradas. Finalmente, los estudiantes identificarán pares de fuerzas simultáneas por medio de la Tercera ley de movimiento de Newton que les ayudará a explicar que el dispositivo de vuelo propulsado por agua ejerce una fuerza sobre el agua y que el agua ejerce una fuerza igual pero opuesta sobre el dispositivo.

Component: ***Guía de conversación para el maestro***

ISBN: 9781428553910

Current Page Number(s): 38

Location: Actividad del fenómeno de anclaje paragraph

Original Text: Los estudiantes usan el marco de Hacer el modelo para explicar cómo el agua puede levantar a una persona.

Updated Text: (revised text)
Los estudiantes desarrollan un modelo para explicar cómo el agua puede levantar a una persona.

Component: ***Guía de conversación para el maestro***

ISBN: 9781428553910

Current Page Number(s): 72

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Laboratorio práctico section

Original Text: Materiales

Updated Text: Materiales para el laboratorio abierto

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 72

Location: Laboratorio práctico section

Original Text: (new content)

Updated Text: (new content, above Medidas de seguridad section)
Materiales para el laboratorio guiado Un contenedor vacío similar a un envase de avena con un fondo de cartón y una tapa de plástico, una liga, 3 tuercas de acero de 12 pulgadas, 2 clavos, limpiadores de tuberías o bridas de alambre, una tabla plana (hecha de madera o cartón rígido) y bloques.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 81

Location: Objetivos box

Original Text: (bullet) Los estudiantes modelarán y explicarán cómo la inclinación de la Tierra causa las estaciones al girar alrededor del Sol.

Updated Text: (revised text)
(bullet) Los estudiantes desarrollarán modelos de la inclinación de la Tierra a medida que gira alrededor del Sol y utilizarán esos modelos para explicar cómo la inclinación de la Tierra causa el patrón de las estaciones.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781418398699

Current Page Number(s): Throughout

Location: Top of pages

Original Text: (additional TEKS standards)

Updated Text: Added appropriate TEKS references for a more comprehensive list.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781418398699

Current Page Number(s): 80

Location: Comparte en parejas section

Original Text: En parejas, comparen sus listas. Si tienen los mismos términos marcados, comenten las definiciones. ¿Son iguales?

Updated Text: (revised text)
En parejas, comparen sus listas. Si tienen los mismos términos resaltados o encerrados en un círculo, comenten las definiciones. ¿Son iguales?

Component: ***Cuaderno de actividades del estudiante***

ISBN: 9781418398699

Current Page Number(s): 188

Location: Middle of page, Busca imágenes

Original Text: Busca una imagen que muestre dos de las palabras del vocabulario. Inserta la imagen en el espacio provisto y luego escribe dos oraciones que expliquen tu elección.

Updated Text: (revised text)
Busca o dibuja una imagen que muestre dos de las palabras de vocabulario. Inserta la imagen en el espacio provisto y luego escribe dos oraciones que expliquen de qué manera tu elección ilustra las palabras de vocabulario.

Publisher: BIOZONE Corporation

Biology

Program: *Biology for Texas: TEKS*

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG106-IG117

Location: whole of pages 106-117

Original Text: n/a

Biology

Program: *Biology for Texas: ELPS*

Component: ***Biology for Texas***

ISBN: 9781991014054

Current Page Number(s): 420

Location: 420

Original Text: Blue tab center at bottom of page removed

Updated Text: No new content - one erroneous tab has been removed, depicting a code for a science process not covered on the page

Component: ***Biology for Texas***

ISBN: 9781991014177

Current Page Number(s): 420

Location: bottom of page - blue tabs page 420

Original Text: middle blue tab will be removed

Updated Text: no new text. One erroneous blue tab to be removed

Publisher: Savvas Learning

Biology

Program: *Texas Miller & Levine Experience Biology (Print with digital): TEKS*

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 452

Location: Building a Vaccine diagram, step 1

Link to Updated Content:

View Updated Content

Original Text: Line 1, "Lipids in alcohol..."

Updated Text: Line 1, "Lipids in ethanol..."

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Location: The Science of Biology

Original Text: Content did not exist

Updated Text: Online lesson added to address scientific methodology and the process of science

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 212

Location: paragraph 1, line 1

Link to Updated Content:

View Updated Content

Original Text: "The same process of X inactivation"

Updated Text: "The same process of X-chromosome inactivation"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 96

Location: Main column, immediately following the Evaluate head

Original Text: current heading for Quiz is red run in head: Mendelian Patterns of Inheritance

Updated Text: new heading for quiz is Black bold and larger font

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 494

Location: Invaders captionSide column, Reading Tip, last line

Link to Updated Content:

View Updated Content

Original Text: Invaders caption, line 2, "of the European gypsy..."

Side column, Reading tip, line 7, "experience"

Updated Text: Invaders caption, line 2, "of the European spongy..."

Side column, Reading tip, line 7, "Experience"

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): T6

Location: Teacher Guide Planning Resources, last entryImmediately above Investigation 1 on TOC

Original Text: N/A

The Table of Contents serves as a TEKS aligned scope and sequence, outlining the order in which knowledge and skills are taught and built in the course materials.

Updated Text: Add entry for The Science of Biology... on Savvas Realize

INTRODUCTION TO SCIENCE AND ENGINEERING
Available on Savvas Realize
Experience 1 Science and Society SEP 1H, 4B, 4C
Experience 2 Scientific Inquiry and Measurement. SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A
Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C
Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Location: The Science of Biology Teacher support

Original Text: Content did not exist

Updated Text: Online teacher support document added to provide strategies and suggested answers to questions in student facing lesson.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 216

Location: Sickle Cells caption

Link to Updated Content:

View Updated Content

Original Text: Line 2, "sickle cell anemia"

Updated Text: Line 2, "sickle cell disease"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 99

Location: Main column, immediately before Explain/Elaborate heading

Original Text: current content includes reference to Mice Inheritance Beyond Labz

Updated Text: delete this reference (as it has moved to page 91)

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 117, 118

Location: side column second image

Original Text: Image referencing Interactivity are incorrect

Updated Text: Image on page 117 belongs on page 123 and image on page 123 belongs on page 117

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 512

Location: Moose-Wolf Populations on Isle Royale caption

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

View Updated Content

Original Text: line 1, "Moose-Wolf Populations on Isle Royale"

Updated Text: line 1, "Wolf and Moose Populations on Isle Royale"

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): T6-T15

Location: Table of Contents

Original Text: N/A

Updated Text: For all entries in Table of Contents, change order of standards listing so TEKS are listed first, SEPs are listed second, and ELPS are listed third.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: (1) final paragraph of text(2) caption(3) header of left column of table

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western science, or simply science.

(2) Note that these two ways have some common traits, which are shown in the center of the diagram.

(3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science.

(2) Note that these two ways have some common traits, which are shown in the bottom section.

(3) Science

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 243

Location: 2nd paragraph4th paragraphPlasmid DNA Transformation art

Link to Updated Content:

View Updated Content

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: 2nd paragraph, line 4, "...transform bacteria result in the replication..."

4th paragraph, line 1, "The image shows how..."

Plasmid DNA Transformation art, last label, "Bacterial cell containing human growth hormone"

Updated Text: 2nd paragraph, line 4, "...transform bacteria results in the replication..."

4th paragraph, line 1, "The diagram shows how..."

Plasmid DNA Transformation art, last label, "Bacterial cell containing human gene"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 124, 125

Location: side column

Original Text: image referencing explain video and visual summary video are incorrect

Updated Text: Image on page 124 belongs on page 125 and image on page 125 belongs on page 124

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 550

Location: Question 28Question 45

Link to Updated Content:

View Updated Content

Original Text: Question 28, line 1, "Introducing an exotic species to an"

Question 45, line 1, "THEME System"

Updated Text: Question 28, line 1, "Introducing an invasive species to an"

Question 45, line 1, "THEME Systems"

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): T32-T35

Location: Top of Page before the tableWithin the table

Original Text: Texas Miller & Levine Experience Biology
The guide on these pages suggests time allocations for the core activities in each Experience and Investigation (including labs) and the "Got More Time" activities or projects you may choose to add.

N/A

Updated Text: TEKS-Aligned Scope & Sequence
The guide on these pages suggests time allocations and the TEKS-aligned scope and sequence for the core activities in each Experience and Investigation (including labs), as well as time allocations for the “Got More Time” activities or projects you may choose to add.

Within the table for each Experience, add the TEKS and SEPs that are covered in that Experience

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: (1) flow chart(2) image caption

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.]

(2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws]
Scientific Theory
Explains why or how a broad class of related phenomena occur
Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory)

Scientific Law
Describes what happens under certain conditions, often using math
Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion)

[middle shared section]
- Can start as hypotheses that explain or describe
- Backed by evidence
- Can be used to make predictions
- Can be revised

(2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 252

Location: Curing Genetic Disorders Last paragraph on page

Link to Updated Content:

View Updated Content

Original Text: Line 1, "Sickle cell anemia"

Last paragraph on page, line 6, "RT, patients"

Updated Text: Line 1, "Sickle cell disease"

Last paragraph on page, line 6, "RT patients"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 156

Location: Preview the Investigation, last line of paragraph

Original Text: Lastly, students explore the basic elements and applications of genomic imprinting.

Updated Text: Lastly, students explore the basic elements and applications of genetic imprinting.

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): T36, T38, T40, T42, T44, T46, T48

Location: Texas Essential Knowledge and Skills Biology Correlation

Original Text: N/A

Updated Text: Add new sentence immediately under the heading: The Introduction to Science and Engineering can be found on Savvas Realize.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 4

Location: (1) visual's subtitle(2) callout connected to year 500 BCE(3) callout connected to year 600 CE

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science?

(2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus.

(3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science?

(2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus.

(3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 254

Location: DNA Fingerprinting caption

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: Add to end of caption "The fragments in the evidence sample match the fragments from suspect S2."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 301

Location: Question 3

Link to Updated Content:

View Updated Content

Original Text: "What kind of evidence can you learn from fossils?"

Updated Text: "What kind of evidence of ancient organisms can be found in fossils?"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 176

Location: Main column, under Revisit Anchoring Phenomenon

Original Text: Why doesn't everyone have extra toes?

Updated Text: Why do some people have extra fingers and toes?

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): XII

Location: Insert new first entry on page (above Texas Phenomena)

Link to Updated Content:

View Updated Content

Original Text: N/A

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): T40-T45

Location: Texas Essential Knowledge and Skills Biology Correlation

Original Text: N/A

Updated Text: For each row in the TEKS Correlation, add SEP connections (note that this addition will make all the content reflow)

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: visual

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, Science, and Math. The non overlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The non overlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The non overlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added]

[title] Science
Biologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaeologist

[title] Technology
Biomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer

[title] Engineering
Aerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer

[title] Math
Accountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician

[Center] Most STEM careers use two or more STEM disciplines.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 304

Location: Fourth Paragraph, line 1Question 6

Link to Updated Content:

View Updated Content

Original Text: Fourth paragraph, line 1, "These studies provide evidence for the ages of index fossils..."

Question 6, lines 1, 2, adjust tracking to keep "52" and "million" on same line

Updated Text: Fourth paragraph, line 1, "Radiometric dating provides evidence for the ages of index fossils"

Question 6, lines 1, 2, adjust tracking to keep "52" and "million" on same line

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 181, 339

Location: side column, Anchoring Phenomenon video images

Original Text: title bar in image

Updated Text: title bar in image has been updated to reflect the final title of video

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 56

Location: last paragraph on page

Link to Updated Content:

View Updated Content

Original Text: line 1, "ATP is such a useful source of energy that you might think cells would..."

lines 5-6, "storing large amounts of energy over the long term. A single..."

line 10, "as needed by using the energy in foods like sugar. As you will see, that's..."

Updated Text: line 1, "ATP is so useful that you might think cells would ...

lines 5-6, "storing large amounts of energy. A single.."

line 10, "as needed by using the energy in stored compounds like oils and carbohydrates. As you will see, that's..."

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Current Page Number(s): global

Location: In every experience, in the side column, under the eText icon/asset label

Original Text: N/A

Updated Text: add Presentation icon and asset label under the eText icon/asset label

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: (1) top left text of visual(2) center text of visual(3) bottom left text of visual(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the type of bulb.

(3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant.

(4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the light color

(3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature.

(4) [images of red and blue LED bulbs]

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Current Page Number(s): global

Location: On every Investigation Opener, bottom left, heading: SCIENCE AND ENGINEERING PRACTICES TEKSAbove Other TEKS covered in the Investigation

Original Text: SCIENCE AND ENGINEERING PRACTICES TEKS

Original text does not include these

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 11-12

Location: p. 11, first paragraphp. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at standard pressure is 100.0°C.

[p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at sea level is 100.0°C.

[p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 310

Location: Molecular Homology head

Link to Updated Content:

View Updated Content

Original Text: Line 8, ""almost all living cells, from cells in baker's yeast to cells in humans."

Updated Text: Line 8, "almost all living cells, from a baker's yeast cell to cells in humans."

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 222

Location: main column, Beak Size Among Darwin's Finches heading

Original Text: Beak Size Among Darwin's Finches

Updated Text: Evolution in Action: Beak Size Among Darwin's Finches

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 78

Location: Question 30

Link to Updated Content:

View Updated Content

Original Text: "How many molecules are needed ..."

Updated Text: "How many molecules of ATP are needed ..."

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Current Page Number(s): global

Location: Investigation Planners, Investigation Openers, Experience Openers, Experience pages

Original Text: Initial list of TEKS

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

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: (1) caption for graphs(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information.

(2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data.

(2) [line graph (left) bar graph (right)]

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 311

Location: Second paragraph

Link to Updated Content:

View Updated Content

Original Text: line 4, "legs. Today's crustaceans, including..."

Updated Text: line 4, "legs. Many of today's crustaceans"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 236, 242

Location: side column

Original Text: image referencing explain videos are incorrect

Updated Text: image on page 236 belongs on page 242 and image on page 242 belongs on page 236

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 81

Location: Experience Review, Revisit Anchoring Phenomenon

Link to Updated Content:
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

View Updated Content

Original Text: line 3, "experience"

Question 37, "How might scientists make use of the fact that algae perform photosynthesis? Is this a benefit for using algae as biofuel?"

Updated Text: line 3, "Experience"

Question 37, "The cells in algae can rapidly convert the sugars produced in photosynthesis to other compounds, including oils. How might this be a benefit for using algae as biofuel?"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 7, 91, 165, 171, 189, 208, 329, 353, 365, 372, 378

Location: side column

Original Text: side column features listed

Updated Text: side column features reordered to better reflect the order of listing in main column

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: (1) graph caption(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of the Effect of Fans

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 321

Location: Lucy caption

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

View Updated Content

Original Text: Line 4, "found in Ethiopia."

Updated Text: Line 4, "found in Ethiopia, a country in northeast Africa."

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 308

Location: side column

Original Text: image referencing Performance-Based Assessment is not the most up-to-date

Updated Text: image has been updated to indicate most up-to-date image

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 95

Location: Eukaryotic Chromosome art

Link to Updated Content:

View Updated Content

Original Text: The Eukaryotic Chromosome art is illustrated from the chromosome on the left to the DNA helix on the right with text captions from left to right as 1, 2, 3, 4. On the art, the numbers are identified as 4, 3, 2, 1. This is confusing as is because the numbers do not align.

Updated Text: The Eukaryotic Chromosome art is updated so that the DNA helix is on the left and the chromosome is on the right. This allows the text blocks and numbers within art to line up from left to right 1, 2, 3, 4.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 113

Location: Paragraph 1, line 4

Link to Updated Content:

View Updated Content

Original Text: "...tion process, certain embryonic cells produce a protein called MyoD. Once"

Updated Text: " ...tion process, embryonic muscle cells known as myoblasts produce a protein called MyoD. Once"

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 37, 49, 213, 269, 315, 341, 347, 372

Location: side column, Quick Lab image

Original Text: Quick Lab image is not the most up-to-date

Updated Text: Updated image for the Quick Labs is placed

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 2-3

Location: p. 2, caption for atomic modelp. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 333

Location: Question 58Question 59

Link to Updated Content:

View Updated Content

Original Text: Question 58, line 3, "evidence, to support your argument."

Question 59, "What kinds of questions would scientists who are studying the evolution of Hox genes most likely be asking?"

Updated Text: Question 58, line 3, "evidence, to support your argument."

Question 59: "What kinds of questions might scientists who are studying the evolution of Hox genes ask?"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 329

Location: side column image, interactivity

Original Text: incorrect image was placed

Updated Text: updated image for interactivity is placed

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 137

Location: Polygenic Traits and Multiple Alleles

Link to Updated Content:

View Updated Content

Original Text: Currently there is no sentence between the heading and the Polygenic Traits heading

line 3, "two and as many as a dozen genes are responsible..."

Updated Text: add new sentence between Polygenic Traits and Multiple Alleles heading and Polygenic Traits
"Two other patterns of inheritance that don't follow traditional Mendelian patterns are polygenic traits and multiple alleles."

line 3, "two, and as many as a dozen, genes are responsible..."

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 31

Location: Main column, first linefirst main paragraph, line 1

Original Text: Bioremediation: Using Cells to Clean Up Pollution

Build Science: SEP Skills Design Solutions Environmental bioremediation

Updated Text: Using Cells to Clean Up Pollution

Build Science Skills: Design Solutions Environmental bioremediation

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:
View Current Content

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 385

Location: Question 3

Link to Updated Content:

View Updated Content

Original Text: "Describe What is the relationship among cells, tissues, organs, and organ systems within the body?"

Updated Text: "Evaluate a Model How well does the diagram Levels of Organization represent the levels of organization of multicellular organisms? How could the model be improved?"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 330

Location: side column, Take it Localmain column last paragraph

Original Text: Like other states, Texas requires that students be vaccinated in order to attend school (Texas Administrative Code [TAC], Title 25 Health Services, §§97.61-97.72). Required vaccinations for K–12 include those for diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, varicella, chicken pox, and hepatitis A. Serologic evidence of infection or serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella is acceptable in place of vaccine.

Make sure that students are aware of infectious diseases in current events, particularly in the United States and in their local area. In 2022, there was a worldwide outbreak of mpox, formerly known as human monkeypox, and avian flu decimated wild birds and poultry flocks in Europe and the United States.

Ask In the middle of the 20th century, even scientists believed that infectious diseases would soon be a thing of the past. Why, as Anthony Fauci wrote in December 2022, do we now know that “when it comes to emerging infectious diseases, it’s never over”? (Pathogens like flu and COVID-19 change; bacteria become antibiotic-resistant; people do not always act in ways that promote public health or cooperate with government health policies; humans encroach on wildlife habitats, increasing the chances of zoonotic diseases; climate change increases the range of certain pathogens and vectors.)

Updated Text: Like other states, Texas requires that students be vaccinated in order to attend school. Required vaccinations for K–12 include those for diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, varicella, chicken pox, and hepatitis A.

Make sure that students are aware of infectious diseases in current events, particularly in the United States and in their local area. In 2022, there was a worldwide outbreak of mpox, formerly known as human monkeypox, and avian flu decimated wild birds and poultry flocks in Europe and the United States.
Ask In the middle of the 20th century, even scientists believed that infectious diseases would soon be a thing of the past. Why do you think that when it comes to emerging infectious diseases, it’s never over? (Pathogens like flu and COVID-19 change; bacteria become antibiotic-resistant; people do not always act in ways that promote public health or cooperate with government health policies; humans encroach on wildlife habitats, increasing the chances of zoonotic diseases; climate change increases the range of certain pathogens and vectors.)

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 342, 343

Location: Side column

Original Text: Take it Local feature appears on page 342

Updated Text: Take it Local feature has been moved to 343

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 138

Location: Multiple Alleles caption

Link to Updated Content:

View Updated Content

Original Text: Last sentence "What sort of cross would be required to produce an albino rabbit?"

Updated Text: Delete last sentence (question exists elsewhere).

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 75

Location: Main column, How Tumors Grow

Original Text: current label next to How Tumors Grow is a green check

Updated Text: change label to be a blue plus sign

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 391

Location: Nutritional Symbionts first line

Link to Updated Content:

View Updated Content

Original Text: "Nutritional Symbionts Symbiosis is a close relationship..."

Updated Text: "Nutritional Symbionts Mutualistic nutritional relationships benefit both participants, and are often important in maintaining the health of organisms. Symbiosis is a close relationship..."

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 366, 369

Location: side column

Original Text: image referencing explain videos are incorrect

Updated Text: explain video image on page 366 belongs on page 379 and explain video image on page 379 belongs on page 366

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 140-141

Location: side column, Reading feature

Link to Updated Content:

View Updated Content

Original Text: Side column, Reading feature, lines 2-3, Meiosis I and Meiosis II

Side column, Reading feature

Meiosis II, end of first line, adjust tracking to keep "meiosis" and "II" on the same line.

Updated Text: Side column, Reading feature, lines 2-3, Meiosis I and Meiosis II

Side column , Reading feature (move from p. 140 to top of p. 141)

Meiosis II, first line, adjust tracking to keep "meiosis" and "II" on the same line.

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 85

Location: Main column, heading Paclitaxel

Original Text: current title is: Paclitaxel

Updated Text: change label to: Paclitaxel: A Drug, a Poison, or Both?

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 401

Location: Blood caption, line 2

Link to Updated Content:

View Updated Content

Original Text: "cells and a few white blood cells inside a ruptured venule."

Updated Text: "cells and a few white blood cells inside a ruptured vein."

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 390

Location: side column, Related Phenomena

Original Text: No suggested answers are provided following the blue questions in both items.

Updated Text: Suggested answers are provided following the blue questions in both items.
bullet one: (The water expands as it warms, modeling sea-level rise.)
bullet two: (Acidic rain can cause paint and stone to deteriorate and metals to corrode.)

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 209

Location: Codominant and Multiple Alleles

Link to Updated Content:

View Updated Content

Original Text: line 10, "a patient"

line 11: change the negative sign in "Rh-" to be superscript;

lines 13, 14, change the + to be superscript

A Dihybrid Cross with Multiple Alleles caption, lines 5 and 6, change the + to be superscript

Updated Text: line 10, "an individual"

line 11: change the negative sign in "Rh-" to be superscript;

lines 13, 14, change the + to be superscript

A Dihybrid Cross with Multiple Alleles caption, lines 5 and 6, change the + to be superscript

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 86

Location: Experience 1, Engage rowExperience 1, Explore rows

Original Text: Everyday Phenomenon Modeling Pure and Hybrid Crosses

currently there is a blank row under the Beyond Labz entry

Updated Text: Everyday Phenomenon Flipping Coins

Move Beyond Labz Mice Inheritance reference (currently in Experience 2) to Experience 1

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 407

Location: Where Embryos Develop, caption under Thomson's gazelle photo

Link to Updated Content:

View Updated Content

Original Text: "Mammals like Thomson's gazelle obtain nutrients from the mother's body during development."

Updated Text: "Mammals like the Thomson's gazelle develop internally and depend on nutrients from the mother's body during development.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Location: Investigation and Experience Editable Planners

Original Text: Initial list of TEKS

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

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 211

Location: Paragraphs 1 and 2

Link to Updated Content:

View Updated Content

Original Text: First paragraph, line 3, "X-linked Alleles figure"

Second paragraph, line 1, change "Dihybrid X-linked cross figure"

Updated Text: First paragraph, line 3, "A Dihybrid Cross With X-linked Alleles figure"

Second paragraph, line 1, "A Dihybrid Cross With X-linked Alleles"

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:
View Current Content

Current Page Number(s): 91

Location: Main column, bottom of page

Original Text: currently there is no reference to Mice Inheritance Beyond Labz

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:
View Current Content

Current Page Number(s): 421

Location: Types of Skeletons chart

Link to Updated Content:

View Updated Content

Original Text: Exoskeleton row, lines 1-3, "Many arthropods have exoskeletons, or external skeletons, as do most mollusks, such as snails and clams."

Endoskeleton row, line 1, "Echinoderms and vertebrates have"

Updated Text: Exoskeleton row, lines 1-3, "Many arthropods (including this cicada) and most mollusks have exoskeletons, or external skeletons."

Endoskeleton row, line 1, "Echinoderms (including this crinoid) and vertebrates have"

Publisher: Summit K12 Holdings

Biology

Program: *Dynamic Biology: TEKS*

Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: PASCO SCIENTIFIC

Chemistry

Program: *Essential Chemistry : TEKS*

Component: *Essential Chemisty*

ISBN: 9781937492267TE

Link to Current Content:
View Current Content

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 203

Location: Found in sidebar of Teaching Resources.

Student assignment 7.2 Types of Reactions.

Original Text: No new text was added

Updated Text: Note to publisher stated "Question #3 is not considered a combustion reaction."

The reviewer needed to scroll to page #2 for that citation. Note was correct in dashboard. There is no error to correct.

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Link to Current Content:
View Current Content

Current Page Number(s): 276

Location: Found on sidebar of Teacher Resources.

Chapter 9 Section 3 Assignment: Electrons and Trends Question #22

Link to Updated Content:

View Updated Content

Original Text: Which element shown will have the the largest ionization energy?

Updated Text: Which element shown will have the higher ionization energy?

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Link to Current Content:
View Current Content

Current Page Number(s): 881 was referenced in the feedback incorrectly. Page # is 419/442

Location: Found in eBook page, 442, Question #50

Original Text: Explain why supersaturated solutions begin crystallizing when a seed crystal is added to the solution.

Updated Text: No corrections were made.

Unclear as to what this feedback pertained to outside of the breakout description itself. Standard is addressed properly.

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Link to Current Content:
View Current Content

Current Page Number(s): xii

Location: Found under Laboratory Safety Procedures

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

View Updated Content

Original Text: Know the locations of the safety features in the lab such as eye wash stations, deluge station, fire extinguisher, fume hood, safety blanket, broken glass cleanup items, first-aid equipment or emergency phone use.

Updated Text: 13. Know the locations of the safety features in the lab such as eye wash stations, safety shower, fire extinguisher, fume hood, safety blanket, broken glass cleanup items, first-aid equipment or emergency phone use.

Publisher: Savvas Learning

Chemistry

Program: *Texas Experience Chemistry (Print with digital): TEKS*

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: (1) graph caption(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of the Effect of Fans

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
View Current Content

Current Page Number(s): 226, 238, 239, 241, 243, 245

Location: Investigation 7, Investigation Planner column for Experience 2, and in Experience 2 throughout (titles and footers)

Link to Updated Content:

View Updated Content

Original Text: Predicting Outcomes of Chemical Reactions

Updated Text: Predicting Outcomes of Reactions

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 2-3

Location: p. 2, caption for atomic modelp. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
View Current Content

Current Page Number(s): 378-379

Location: Investigation 12, Experience 1, Explore and Explain sections(PhET Simulations were moved from the Explain section to the end of the Explore section. No content was removed from the original; it was simply moved around.)

Link to Updated Content:

View Updated Content

Original Text: EXPLAIN
...
pH Scale PhET Simulation
Acid-Base Solutions PhET Simulation

Updated Text: EXPLORE
...
pH Scale PhET Simulation
Acid-Base Solutions PhET Simulation

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly

reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 1-2

Location: p. 1, Materials Per Group and Safety sectionsp. 2, Procedure steps 1 and 8[Similar revisions also completed in the other 3 versions of the lab: Open, Short, and Advanced]

Original Text: [p. 1]
Materials Per Group
Dextrose, $C_6H_{12}O_6$, 5 g
Sucrose, $C_{12}H_{22}O_{11}$, 5 g

Safety
[new text does not appear in original version]

[p. 2]
1. Add about 5 g of sucrose to a test tube.
8. Repeat steps 1–7, beginning with approximately 5 g of dextrose.

Updated Text: [p. 1]
Materials Per Group
Dextrose, $C_6H_{12}O_6$, 1 g
Sucrose, $C_{12}H_{22}O_{11}$, 1 g

Safety
[mid paragraph] Slowly heat each test tube with a low to moderate flame with the opening directed away from you and all other persons. Slowly move the test tube through the flame or the flame along the test tube during heating to avoid heating the same spot of the test tube.

[p. 2]
1. Add about 1 g of sucrose to a test tube.
8. Repeat steps 1–7, beginning with approximately 1 g of dextrose.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: Sample Data Table, numerical values in table[Same revisions also completed in the other 3 versions of the lab teacher support: Open, Short, and Advanced]

Original Text: 5.02, 5.04, 4.76, 4.73

Updated Text: 1.01, 1.00, 1.02, 1.01

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 1, 3

Location: p. 1, boldface question and paragraph 1p. 3, Analyze and Interpret Data, item 4, boldface skill

Original Text: [p. 1]
Why are certain elements more reactive than others?
The periodic table contains many trends and patterns that enable scientists to predict the result of an experiment. In this comparative lab we will examine the reactivity of the alkaline earth metals.

[p. 3]
4. SEP Identify Patterns

Updated Text: [p. 1]
Why are salts of certain elements more soluble than others?
The periodic table contains many trends and patterns that enable scientists to predict the result of an experiment. In this comparative lab we will examine the solubility of salts of the alkaline earth metals (Group 2).

[p. 3]
4. Predict

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: Focus on Scientific Practices, Materials Per Group, and Safety sections[Similar revisions also completed in the other 3 versions of the lab: Open, Short, and Advanced]

Original Text: Focus on Scientific Practices
[new text does not appear in original list]

Materials Per Group
Potassium dihydrogen phosphate (potassium phosphate, monobasic), KH_2PO_4, 0.4 g
Potassium hydrogen sulfate (potassium bisulfate), $KHSO_4$, 0.4 g
Potassium hydrogen phthalate, $KHC_8H_4O_4$, 0.4 g
Potassium hydrogen tartrate (potassium bitartrate), $KHC_4H_4O_6$, 0.4 g
...
Volumetric flask, 100 mL

Safety
[new text does not appear in original paragraph]

Updated Text: Focus on Scientific Practices
[list item 2] TEKS 1D Use Safety Data Sheets (SDS)

Materials Per Group
Potassium dihydrogen phosphate (potassium phosphate, monobasic), KH_2PO_4, 0.8 g
Potassium hydrogen sulfate (potassium bisulfate), $KHSO_4$, 0.8 g
Potassium hydrogen phthalate, $KHC_8H_4O_4$, 1.2 g
Potassium hydrogen tartrate (potassium bitartrate), $KHC_4H_4O_6$, 1.2 g
...
Volumetric flask, 50 mL

Safety
Consult the Safety Data Sheets for the substances used in this lab.

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Link to Current Content:
View Current Content

Current Page Number(s): XI

Location: Table of Contents, Texas Featured Digital Assets section, first entry under the title

Link to Updated Content:

View Updated Content

Original Text: Original does not include the Introduction to Science and Engineering section.

Updated Text: INTRODUCTION TO SCIENCE AND ENGINEERING
- Experience 1 Science and Society
- Experience 2 Scientific Inquiry and Measurement
- Experience 3 Data: Analysis and Calculations
- Experience 4 Models and Communication

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: Procedure: Teaching Tips section, final paragraph[Same revisions also completed in the other 3 versions of the lab teacher support: Open, Short, and Advanced]

Original Text: Procedure: Teaching Tips
[new text does not appear on original page]

Updated Text: Procedure: Teaching Tips
To conserve consumable materials, you may wish to have two neighboring groups combine their supplies of weak acid salts and have each group prepare two of the four solutions. They can record pH values for the other solutions from the other lab group.
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Link to Current Content:
View Current Content

Current Page Number(s): 142

Location: Investigation 4, Experience 4, graphic, bottom right

Link to Updated Content:

View Updated Content

Original Text: Hydrogen bonds, dipole-dipole, and dispersion forces hold ethanol molecules near each other in liquid ethanol.

Updated Text: Hydrogen bonds, dipole-dipole forces, and dispersion forces hold ethanol molecules near each other in liquid ethanol.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: (1) final paragraph of text(2) caption(3) header of left column of table

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western science, or simply science.

(2) Note that these two ways have some common traits, which are shown in the center of the diagram.

(3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science.

(2) Note that these two ways have some common traits, which are shown in the bottom section.

(3) Science

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Link to Current Content:
View Current Content

Current Page Number(s): 512

Location: Investigation 14, Experience 2, question 18

Link to Updated Content:

View Updated Content

Original Text: SEP Matter and Energy

Updated Text: THEME Energy and Matter

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: (1) flow chart(2) image caption

Link to Updated Content:

View Updated Content

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.]

(2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws]
Scientific Theory
Explains why or how a broad class of related phenomena occur
Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory)

Scientific Law
Describes what happens under certain conditions, often using math
Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion)

[middle shared section]
- Can start as hypotheses that explain or describe
- Backed by evidence
- Can be used to make predictions
- Can be revised

(2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
View Current Content

Current Page Number(s): T6-T14

Location: Within the Table of Contents, pp. T6-T14
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Link to Updated Content:

View Updated Content

Original Text: Throughout, original does not include the "SEP" designations for SEP TEKS in the standards list for each Experience (lesson).
p. T6: Original does not include the Introduction to Science and Engineering section. (Deleted "This Table of Contents serves as a TEKS-aligned scope and sequence, outlining the order in which knowledge and skills are taught and built in the course materials."; TEKS-aligned scope and sequence appears in the previously revised Course Planner and Pacing Guide on pp. T30-T33.)
p. T8: TEKS 5C.5B (in Investigation 3, Experience 3)
p. T10: Predicting Outcomes of Chemical Reactions (in Investigation 7, Experience 2)
p. T14: TEKS 13A, 13C (in Investigation 14, Experience 1)

Updated Text: For all 51 Experiences, the standards lists have been revised to add "SEP" to specify which TEKS are SEP TEKS.
Example for Investigation 1, Experience 1: TEKS 13A; SEP 1A; ELPS 4F
No content was removed from the original.
p. T6: INTRODUCTION TO SCIENCE AND ENGINEERING
Available on Savvas Realize
Experience 1 Science and Society SEP 1H, 4B, 4C
Experience 2 Scientific Inquiry and Measurement SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A
Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C
Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B
p. T8: TEKS 5C, 5B
p. T10: Predicting Outcomes of Reactions
p. T14: TEKS 14A, 14C

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 4

Location: (1) visual's subtitle(2) callout connected to year 500 BCE(3) callout connected to year 600 CE

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science?

(2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus.

(3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science?

(2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus.

(3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
View Current Content

Current Page Number(s): 8, 40, 74, 100, 144, 194, 228, 256, 284, 320, 348, 374, 402, 430

Location: On the first page of each Investigation Overview section, in SCIENTIFIC and ENGINEERING PRACTICES TEKS subsection at bottom left

Link to Updated Content:

View Updated Content

Original Text: Original does not include a description of how SEP are introduced and integrated in the course.

Updated Text: These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: visual

Link to Updated Content:

View Updated Content

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, Science, and Math. The nonoverlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The nonoverlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The nonoverlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added]

[title] Science
Biologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaelogogist

[title] Technology
Biomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer

[title] Engineering
Aerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D

engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer

[title] Math
Accountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician

[Center] Most STEM careers use two or more STEM disciplines.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
View Current Content

Current Page Number(s): 23

Location: Investigation 1, Experience 3, Explore section, Inquiry Lab support, Materials and Safety sections

Link to Updated Content:

View Updated Content

Original Text: Materials 5 g dextrose...
Safety Remind students to use appropriate safety practices and allow the test tube to cool before weighing. Students should wash their hands thoroughly with soap and warm water before leaving the laboratory.

Updated Text: Materials 1 g dextrose...
Safety Remind students to use appropriate safety practices. Direct them to slowly heat the test tube with a low to moderate flame with the opening directed away from all persons. Also direct them to slowly move the tube through the flame or the flame along the tube during heating to avoid heating the same spot of the tube. Students should also allow the test tube to cool before weighing.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: (1) top left text of visual(2) center text of visual(3) bottom left text of visual(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the type of bulb.

(3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant.

(4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the light color

(3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature.

(4) [images of red and blue LED bulbs]

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
View Current Content

Current Page Number(s): 90

Location: Investigation 3, Experience 3, Explore section, Virtual Lab support, second bullet

Link to Updated Content:

View Updated Content

Original Text: Students will analyze and interpret the data to identify trends in atomic radius size, ionization energy, electron affinity, and reactivity. confirm that atomic radius increases down through the group.

Updated Text: Students will analyze and interpret the data to identify trends in atomic radius, ionization energy, electron affinity, and reactivity. They observe that atomic radius increases down the group.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 11-12

Location: p. 11, first paragraphp. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precison. However, the accepted value of pure water's boiling point at standard pressure is 100.0°C.

[p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at sea level is 100.0°C.

[p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
View Current Content

Current Page Number(s): 147

Location: Investigation 5, Experience 1, Explore section, Inquiry Lab support, Choose Your Version and Field Investigation sections, also side column under mini version of student worksheet

Link to Updated Content:

View Updated Content

Original Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A), Field (F)
Field Investigation Use the field version of the lab, which involves visiting a university research lab. Students will observe real-world examples of material properties, resulting from forces within the material, and discover how these concepts connect to future careers. Prior to the visit, discuss appropriate safety practices and equipment for this field investigation. For example, students should wear pants and close-toed shoes, bring safety goggles and wear them when in any lab, and use the buddy system while onsite. Additionally, have students prepare questions for the researchers. Encourage them to keep the majority of the questions focused on material properties and STEM careers.
O/G/S/A/F Lab Interactive Worksheets

Updated Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A)
(Removed Field Investigation section)
O/G/S/A Lab Interactive Worksheets

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: (1) caption for graphs(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information.

(2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data.

(2) [line graph (left) bar graph (right)]

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
View Current Content

Current Page Number(s): 169

Location: Investigation 5, Experience 4, Explore section, Inquiry Lab support, Choose Your Version and Lab Summary Video sections, also side column under mini version of student worksheet

Link to Updated Content:

View Updated Content

Original Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A)
Lab Summary Video Assign the Lab Summary Video for a summary of important points explored in the lab and support in connecting them to observable phenomena.
O/G/S/A Lab Interactive Worksheets

Updated Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A), Field (F)
Lab Summary Video Assign the Lab Summary Video to review key points from the lab and for support in connecting them to phenomena.
O/G/S/A/F Lab Interactive Worksheets

Publisher: Summit K12 Holdings

Chemistry

Program: *Dynamic Chemistry: TEKS*

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Chemistry

Program: *STEAM into Chemistry - High School Edition: TEKS*

Component: *Teacher Program Guide - HS*

ISBN: 9781788059923

Link to Current Content:
View Current Content

Current Page Number(s): Page 107

Location: add under bullets

Original Text: N/A

Updated Text: Throughout the year teachers may wish to ask various caregivers to come into the classroom to discuss how their job roles utilize various STEAM approaches. This will not only help students to see how STEAM can be applied within a career area, but will also enable caregivers to communicate with the students and feel valued within their child's education.

Component: *Teacher Program Guide - HS*

ISBN: 9781788059923

Link to Current Content:
View Current Content

Current Page Number(s): Page 107

Location: add under bullets

Original Text: N/A

Updated Text: Teachers are encouraged to include caregivers in as much of the education process as possible. Hold regular meetings and encourage individuals to partake; ensure they know their opinions and voices are valued. For caregivers that may not be able to attend meetings, use another form of communication so their voices are also included. Acknowledge and show gratitude for the time caregivers give to help the students. When schools, and teachers, communicate well with caregivers, everyone involved benefits!

Publisher: Summit K12 Holdings

Integrated Physics and Chemistry

Program: *Dynamic Integrated Physics and Chemistry: TEKS*

Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: McGraw Hill

Physics

Program: *McGraw Hill Texas Physics: TEKS*

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," between items 2 and 3

Original Text: N/A

Updated Text: [video icon] Video: Nonuniform Motion Diagrams | Videos & Interactives | 5 minutes
This video shows Figure 2 in motion.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 196

Location: before 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Lifting a Bucket | Videos & Interactives | 5 minutes Students will work through problems involving tension.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 890

Location: Bottom of right column, under "DIFFERENTIATION RESOURCES"

Original Text: Looking for more differentiation options? Find the [REINFORCE icon], [EXTEND icon], and [EB/EL icon[activities and strategies within the lesson support for differentiation support.

Updated Text: [empty checkbox] LearnSmart [TEKS 8.D icon] [TEKS 8.G icon] 15 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1008

Location: flowchart on right

Original Text: N/A

Updated Text: [arrows added to the diagram]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 333

Location: before first item under "Topic: Einstein’s Theory of Gravity"

Original Text: N/A

Updated Text: [video icon] Video: Einstein's Theory of Gravity | Videos & Interactives | 5 minutes
This video explores Einstein's Theory of Gravitation.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 446

Location: right column, between items 3 and 4

Original Text: N/A

Updated Text: [empty checkbox][video] Example Problem Video: Power 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1187

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “What evidence was used to develop the quantum model of the atom?”

Updated Text: This formative assessment worksheet explores the question: Why does hydrogen produce a spectrum with four visible lines?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1287

Location: Last item, "Driving Question Connection," sentence 1

Original Text: Point out the equation for the energy equivalent of mass.

Updated Text: [PHENOMENON icon] Point out the equation for the energy equivalent of mass.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 750

Location: Revisit the Essential Question, sentences 2-3

Original Text: An antenna then converts the signals to electromagnetic waves that propagate in all directions. A different antenna then converts the waves back to electronic signals.

Updated Text: A transmitting antenna then converts the signals to electromagnetic waves that propagate in all directions. A recieving antenna then converts the waves back to electronic signals.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 43

Location: Under light blue header bar "Identifying Variables"

Original Text: N/A

Updated Text: [empty checkbox][lab goggles icon] Lab: Organizing Quantitative and Qualitative Data 50 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 18

Location: Figure 18 caption

Original Text: Use the steps outlined here to plot line graphs from data tables.

Updated Text: Use the steps outlined below to plot line graphs from data tables.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 600

Location: right column, last item under "Mountain Building"

Original Text: Quick Lab: Model Mountain Formation 15 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 193

Location: Example Problem 1, problem statement, sentence 3

Original Text: Callisto, the farther moon from Jupiter that Galileo observed, has a period of 16.7 days.

Updated Text: Callisto, the farthest moon from Jupiter that Galileo observed, has a period of 16.7 days.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 682

Location: Labs, Lesson 2

Original Text: Quick Labs: Making Waves; Wave Properties
PhET Simulation: Waves Intro; Wave on a String

Updated Text: Quick Lab: Making Waves
PhET Simulation: Waves Intro; Wave on a String

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 477

Location: Lesson 2 , vocabulary list, beginning of first column

Original Text: • wave
• wave pulse

Updated Text: • wave
• mechanical wave
• wave pulse

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 734

Location: Videos & Interactives, Chapter 16

Original Text: Video: Sound

Updated Text: Video: Sound
IF/THEN She Can: Olivia Castellini

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 100

Location: 2nd item on page, "Visual Literacy" and accomanying Figure

Original Text: Figure 23

Updated Text: Figure 25

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 152

Location: Assignments, Chapter 4

Original Text: STEM Project: Design and Build a Rocket

Updated Text: STEM Project: Design and Build a Rocket
Scientific Breakthroughs: Finding the Source of the Force
STEM Biographies: To Mars and Beyond

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 252

Location: left column, after last item under light blue header bar "Independence of Motion in Two Dimensions"

Original Text: N/A

Updated Text: [empty box][lab goggles icon] Quick Lab: Projectile Path 15 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 824

Location: bottom of left column

Original Text: [light blue header bar] Objects and Plane Mirror Images
Video: Using Plane Mirrors 5 min
IN-CLASS Example 1 5 min
Discussion: Mirrors and Windows 10 min
Forensics Lab: A Little Time to Reflect 45 min

Updated Text: Video: Reflection of Light 5 min
[light blue header bar] Objects and Plane Mirror Images
IN-CLASS Example 1 5 min
Example Problem Video: Changing the Angle of Incidence 10 min
Discussion: Mirrors and Windows 10 min
Forensics Lab: A Little Time to Reflect 45 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 930

Location: "Page 599 Ask Yourself"

Original Text: Explain why molecular biologists use X-rays instead of visible light to study the diffraction patterns from biological molecules. The spacings between molecules are close to the wavelength of X-rays instead of visible light.

Updated Text: Explain why molecular biologists use X-rays instead of visible light to study the diffraction patterns from biological macromolecules. The spacings between macromolecules are close to the wavelength of X-rays instead of visible light.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1050

Location: Assignments, Chapter 23

Original Text: STEM Project: Specify How Magnetic Fields are Used in Designing Solutions

Updated Text: STEM Project: Specify How Magnetic Fields are Used in Designing Solutions
Physics & Technology: Accelerating a Solution

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 286

Location: Labs, Lesson 3

Original Text: Quick Lab: Predict the Sun’s Summer Solstice Position
Take-Home Lab: Observe the Moon

Updated Text: Quick Lab: Predict the Sun’s Summer Solstice Position
PhysicsLAB: Observe the Moon

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 414

Location: right column, under "Recoil," after last item

Original Text: N/A

Updated Text: [new item] [empty box][video icon] Example Problem Videos: Recoil 10 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 525

Location: "Page 366 Ask Yourself"

Original Text: Page 336 Ask Yourself Explain why an internal combustion engine is a heat engine. An internal combustion engine is a heat engine because it converts the thermal energy released by combustion into mechanical energy.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1128

Location: Flow chart in right column, bottom three ovals

Original Text: N/A

Updated Text: [placement of ovals shifterd to match how this flowchart is formatted in other chapters; no changes to wording]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1263

Location: Under Elaborate blue header bar, after last item

Original Text: N/A

Updated Text: [empty checkbox][assignments icon] Applying Practices: Touching the Future 90 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1335

Location: Page header

Original Text: Emergent Bilingual/English Learner Supports

Updated Text: Emergent Bilingual/English Learner Support

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 674

Location: Header in middle of page

Original Text: Combined Series-Parallel Circuits

Updated Text: Combination Series-Parallel Circuits

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): Sci-12

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: [text deleted]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 68

Location: After 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Vector Addition and Subtraction | Videos & Interactives | 10 minutes Students will work through vector addition and subtraction problems.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 108

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Mars 2020: Launch.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 638

Location: Videos & Interactives, Lesson 2

Original Text: Interactive Visual Literacy: Simple and Compound Machines

Updated Text: Interactive Visual Literacy: Everyday Simple Machines

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 373

Location: Example Problem 4 art

Original Text: N/A

Updated Text: [Add a black arrow, pointing upward, labeled "+y"]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 701

Location: left column, 3rd item from end

Original Text: [green checkmark][lab goggles icon] Quick Lab: Wave Properties 15 min

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 114

Location: Figure 14

Original Text: N/A

Updated Text: [added sub-captions]
[under left image] 14A[n space]A car approaching a box
[under right image] 14B[n space]The effect of the red block's inertia

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 638

Location: Labs, Lesson 3

Original Text: PhysicsLABs: Design an Energy-Efficient Building
Take-Home Lab: Monitor Daily Energy Usage

Updated Text: PhysicsLABs: Design an Energy-Efficient Building; Monitor Daily Energy Usage

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 376

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Bernoulli's Principle.

Updated Text: ✓ Watch additional videos for lesson concepts: Streamlines.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 701

Location: right column, before 1st item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Characteristics of a Wave 10 minutes

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 120

Location: under "Topic: Changing Acceleration," 1st sentence of "Driving Question Connection"

Original Text: If students struggle to connect the content in this lesson and the Driving Question, have them review the question:

Updated Text: [PHENOMENON icon] If students struggle to connect the content in this lesson and the Driving Question, have them review the question:

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 199

Location: "Page 131"

Original Text: Figure 28 Look Closer What force must be applied in the middle panel such that the normal force equals 0?

Updated Text: Figure 29 Look Closer What force must the hand apply to the box in the middle panel such that the normal force on the box equals 0?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 902

Location: Assignments, Chapter 20

Original Text: STEM Project: Compare Uses of Holograms in Engineering

Updated Text: STEM Project: Compare Uses of Holograms in Engineering
Scientific Breakthroughs: Beckoning Bees with Blue Halos

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1010

Location: 3rd item on page, "Quick Demo: Heat from a Resistor"

Original Text: Materials 47-Ω, 10-W resistor; power supply; small polystyrene cup; water; thermometer
Procedure Connect the resistor to a variable power supply. Then submerge the resistor in a small polystyrene cup half-filled with water. Use a thermometer to measure the water temperature as current passes through the resistor. If time permits, run two trials, one with 10 V applied and one with 20 V applied, replacing the water between trials. Note the rate of temperature increase. Ask students to announce and record the temperature readings and draw a graph on the board.

Updated Text: Materials electric kettle; electrical outlet; water; thermometer
Procedure Have student examine the kettle's heating coil/element with the kettle unplugged from the power supply. Explain to students that a heating element acts as a resistor. Have them infer why a resistor might heat up the water. Then, fill the kettle with water, plug it into an electrical outlet, and turn it on. Be sure to follow any directions and specifications given by the manufacturer. Use a thermometer to measure the water temperature as current passes through kettle's coil/element. CAUTION: Do not let the thermometer touch the coil/element. Note the rate of temperature increase. Ask students to announce and record the temperature readings and draw a graph on the board.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 333

Location: last item on page

Original Text: Interactive Visual Literacy: Gravity Bends Light | Videos & Interactives | 5 minutes
Students toggle the Sun on or off to see the effect of the Sun’s mass on the light from a distant star.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 450

Location: after 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Work | Videos & Interactives | 10 minutes
Students will work through one-dimensional work problems.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1189

Location: 1st table, "Intermediate" column, sentence 2

Original Text: Students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1288-1289

Location: Lab box for the Quick Lab "A Nuclear Model"

Original Text: [2nd item on page 1289]

Updated Text: [last item on 1288]

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 752

Location: Figure 15, Look Closer question

Original Text: Describe how water molecules are affected as a microwave passes through the water in food.

Updated Text: Describe how water molecules in food are affected as a microwave passes through the food.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 45

Location: ELPS support box, under "Intermediate," sentence before sample sentence stem

Original Text: That plant is small and green.

Updated Text: That is a plant.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 33

Location: LearnSmart (bottom right)

Original Text: TEKS 1.C, 1.E, 1.F, 2.B, 2.C assignments

Updated Text: TEKS 1.E, 1.F, 2.B, 2.C, 4.B assignments

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 605

Location: last item on page, "Quick Lab"

Original Text: Model Volcanoes | Labs | 15 minutes
Students will use models to investigate the forces and energy that drive a volcano.

Updated Text: Model Magma Movement | Labs | 20 minutes
Students will use models to investigate magma movement.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 199

Location: last paragraph, last 2 sentences

Original Text: For a free-falling object of mass m at a distance r from a planet of mass mp's center
F = G(mpm/r2) = ma, so a = G(mp/r2)
You can use this equation to analyze the acceleration due to gravity near any planet, not just Earth.

Updated Text: For a free-falling object of mass m at a distance r from a planet of mass mp's center, you can use the following equation to analyze the acceleration due to gravity near any planet, not just Earth.
F = G(mpm/r2) = ma, so a = G(mp/r2)

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 682

Location: Videos & Interactives, Lesson 4

Original Text: Videos: Earthquake Detection; Earthquake Dampers
Interactive Visual Literacy: Seismic Waves

Updated Text: Video: Tectonic Collisions and Tsunamis
Interactive Visual Literacy: Seismic Waves

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 524

Location: Essential Question (top of page)

Original Text: How do scientists use the Doppler effect to measure how stars and galaxies are moving?

Updated Text: How do scientists use the Doppler effect to determine how stars and galaxies are moving?

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 734

Location: Assignments, Chapter 16

Original Text: STEM Project: Measure Distance Using Sound

Updated Text: STEM Project: Measure Distance Using Sound
Physics & Society: Out of Sight

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 100-101

Location: order of all items on pages

Original Text: [p. 100]
Reinforcement: Representing Motion
Visual Literacy: Figure 23
Driving Question Connection
ELPS Support
[p. 101]
IN-CLASS Example 5
Apply Your Knowledge: Calculate Speed and Velocity
IN-CLASS Example 6

Updated Text: [p. 100]
Reinforcement: Representing Motion
Visual Literacy: Figure 23
IN-CLASS Example 5
Apply Your Knowledge: Calculate Speed and Velocity
[p. 101]
[light blue header bar] Topic: Equation of Motion at Constant Velocity
IN-CLASS Example 6
Driving Question Connection
ELPS Support

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 152

Location: Videos & Interactives, Lesson 1

Original Text: Interactive Visual Literacy: Making a Free-Body Diagram

Updated Text: Video: Marse 2020: Launch
Interactive Visual Literacy: Making a Free-Body Diagram

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 252

Location: left column, under light blue header bar "Horizontally Launched Projectiles," between last two items

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: A Sliding Plate 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 827-828

Location: "Video"

Original Text: [first item on page 828]
Video: Using Plane Mirrors | Videos & Interactives | 5 minutes
This video explores various uses of plane mirrors.

Updated Text: [last item on page 827]
Video: Reflection of Light | Videos & Interactives | 5 minutes
This video explains the law of reflection and plane mirror images.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 986

Location: Videos & Interactives, Chapter 22

Original Text: Video: Electric Current

Updated Text: Video: Electric Current
IF/THEN She Can: Aisha Lawrey

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1050

Location: Labs, Lesson 1

Original Text: Quick Labs: Magnetic Domains; Direction of Magnetic Fields

Updated Text: Quick Labs: Magnetic Domains; 3-D Magnetic Fields

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 4

Original Text: Video: Inertial Balance
Interactive Visual Literacy: Gravity Bends Light

Updated Text: Video: Inertial Balance; Einstein's Theory of Gravity
Interactive Visual Literacy: Einstein's Theory of Gravity

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 414

Location: right column, under "Elaborate," Item 2

Original Text: [empty box]Applying Practices: Mathematical Representations of Momentum 100 min

Updated Text: [empty box][assignments icon] Applying Practices: Use Mathematical Representations of Momentum; Conservation of Momentum 45 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 528

Location: Assignments, Chapter 12

Original Text: STEM Project: Explain Energy Transformation

Updated Text: STEM Project: Explain Energy Transformation
Scientific Breakthroughs: A Solid That Flows

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1135

Location: Last item on page, "Driving Question Connection," Sentence 1

Original Text: After students have read about mass spectrometry, discuss the following two specific ideas.

Updated Text: [PHENOMENON icon] After reading about transformers, discuss as a class the following two specific ideas.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1263

Location: Under Explain continued blue header bar, item 2

Original Text: [emptry checkbox] Clarify a Preconception: Emitter and Collector Current 5 min

Updated Text: [emptry checkbox] Clarify a Preconception 5 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1344

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 677

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Circuit Safety.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 74

Location: Left column, first item under "Latitude and Longitude"

Original Text: Interactive Visual Literacy: Locating a Hurricane 5 min

Updated Text: Interactive Visual Literacy: Using Coordinates 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 570

Location: 3rd item under "Engage" header

Original Text: [video icon] Video: Bernoulli's Principle | Videos & Interactives | 10 minutes
This video shows a demonstration of Bernoulli's principle.

Updated Text: [green checkmark][video icon] Video: Streamlines | Videos & Interactives | 5 minutes
This video shows streamlines around different objects.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 116

Location: paragraph 1, sentence 4

Original Text: From the time it left Earth’s orbit until its arrival at Mars, the Mars 2020 Perseverance spacecraft experienced a gravitational pull mainly from the Sun as well as forces from the spacecraft’s rockets that gently adjusted its course.

Updated Text: From the time it left Earth's orbit until its arrival at Mars, the Mars 2020 Perseverance spacecraft, shown in Figure 16, experienced a gravitational pull mainly from the Sun as well as forces from the spacecraft's rockets that gently adjusted its course.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 638

Location: Assignements, Lesson 4

Original Text: CER: Energy and Sustainability

Updated Text: CER: Energy and Sustainability
Applying Practices: Modeling Relationships: Resource Management, Human Sustainability, and Biodiversity; Environmental Consulting: Finding Solutions

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 383

Location: Figure 2 caption

Original Text: Look Closer Describe the different pathways solar radiation can take once it reaches Earth.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 705

Location: 1st item on page

Original Text: [in red box with lab goggles icon titled "Quick Lab"]
[green checkmark]Wave Properties | Labs | 15 min
Students will explore and measure wave properties such as frequency, wavelength, and amplitude.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 78

Location: 1st item under "Topic: Global Positioning System"

Original Text: [green checkmark][video icon] Video: GPS | Videos & Interactives | 10 minutes
This video explores how a GPS receiver uses signals from three or more satellites to triangulate the receiver's position.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 121

Location: before 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Velocity and Acceleration | Videos & Interactives |10 minutes
Students will work through calculating acceleration from the slope of a velocity-time graph.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 202

Location: Assignments, Chapter 5

Original Text: STEM Project: Navigate the Skies

Updated Text: STEM Project: Navigate the Skies
Physics & Technology: More or Less
STEM Biographies: The National Society of Black Engineers

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 767

Location: Flow chart in right column, top oval

Original Text: Investigate the behavior of waves

Updated Text: investigate the behaviors of waves

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 902

Location: Videos & Interactives, Lesson 2

Original Text: Video: Diffraction Gratings
Example Problem Video: Using a DVD as a Diffraction Grating
Interactive Visual Literacy: Diffraction Pattern Analysis

Updated Text: Video: Diffraction
Example Problem Video: Using a DVD as a Diffraction Grating
Interactive Visual Literacy: Diffraction Pattern Analysis

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1019

Location: flowchart on right

Original Text: N/A

Updated Text: [arrows added to the diagram]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 257

Location: ELPS Support box, Advanced/Advanced High

Original Text: Write the question on the board. Then point to the key words in the question (projectile, trajectory, vertical, velocity) and ask questions about them. For example, ask: What is a projectile? If students have trouble, ask or questions to guide them. For example, ask: Is a projectile the object that is in the air or the path that an object takes? When students have defined the key words in the question, ask: So do we want to know when the object stop moving upward or when it starts moving? Point to Figure 6 and ask: Where on the trajectory does the projectile stop moving? Have a volunteer point the correct spot.

Updated Text: Write the question on the board. Then point to the key words in the question (projectile, trajectory, vertical, velocity) and ask questions about them. For example, ask: What is a projectile? If students have trouble, ask or questions to guide them. For example, ask: Is a projectile the object that is in the air or the path that an object takes? When students have defined the key words in the question, ask: Do we want to know when the object stops moving upward or when it starts moving? Point to Figure 6 and ask: Where on the trajectory does the projectile stop moving? Have a volunteer point the correct spot.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 333

Location: before first item on page

Original Text: N/A

Updated Text: Interactive Visual Literacy: Einstein's Theory of Gravity | Videos & Interactives | 5 minutes
Students explore visualizations of gravity curving space.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 452

Location: after 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Power | Videos & Interactives | 10 minutes
Students will work through power problems.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1070

Location: left column, after last items

Original Text: N/A

Updated Text: [empty checkbox] [video icon] Example Problem Video 10 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1189

Location: 1st table, "Advanced/Advanced High" column, sentence 2

Original Text: Students look through the chapter and write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and write the things they know (K) and want to know (W).

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1291

Location: "Page 836 Figure 7 Look Closer," pink answer text

Original Text: The magnitude of the binding energy per nucleon of 52131 I is larger.

Updated Text: The magnitude of the binding energy per nucleon of 52131 I is larger (approximately 8.5 MeV versus about 7.5 MeV).

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1376

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 580

Location: Figure 21 caption

Original Text: N/A

Updated Text: [added sub-captions]
21A[n space]Using a Telescope
21B[n space]Keplerian Telescope

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 755

Location: Paragraph 1

Original Text: If you have ever broken a bone or visited a dentist, you have likely experienced the use of X-rays for imaging. Although X-rays can be harmful to people at high doses, the use of low doses of X-rays has many safe applications in addition to medical uses.

Updated Text: Recall that X-rays are used for medical imaging of teeth and bones. They are also used to study the atomic-level structure of crystals.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 46

Location: Under first light blue header bar on page

Original Text: N/A

Updated Text: [insert red lab box]
[in red bar] Lab: Descriptive
[in box] Organizing Quantitative and Qualitative Data | Labs | 50 minutes
Students will organize data using graphs, charts, and graphic organizers.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 40

Location: Paragraph 2 (1st paragraph under "Consecuative images")

Original Text: You can do this by taking photographs of the runner in motion every 5 s from a stationary camera. You could also take a video from a single location and extract a still frame every 5 s. In either case, the result is a sequence of pictures showing the scene. In each picture, most objects in the picture are in the same place from one image to the next. The runner, though, will be at a point in each picture that is farther along the straight path than in the previous picture.

Updated Text: You can do this by taking photographs of the runner in motion every 5 s with a stationary camera. You could also take a video from a single location and extract a still frame every 5 s. In either case, the result is a sequence of pictures showing the scene. Most objects in each picture are in the same place from one image to the next. The runner, though, will be at a point in each picture that is farther along the straight path than in the previous picture.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 606

Location: 2nd to last item on page, "Quick Lab"

Original Text: Quick Lab
Model Mountain Formation | Labs | 15 minutes
Students will use models to investigate how mountains form.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 206

Location: Last paragraph, equation on third line from bottom

Original Text: r = [cube root](Gm(T/2π)2) = [cube root](6.67×10-11 N·m2/kg2)(5.97×1024 kg)(86,164 s/2π)2)

Updated Text: r = [cube root](GM(T/2π)2) = [cube root](6.67×10-11 N·m2/kg2)(5.972×1024 kg)(86,164 s/2π)2)

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 683

Location: Chapter Review (1st red check mark in right column), sentence 2

Original Text: If students need support prior to testing assign LearnSmart for differentiated learning.

Updated Text: Differentiation[n space]If students need support prior to testing, assign LearnSmart for differentiated learning.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 541

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Using Plane Mirrors.

Updated Text: ✓ Watch additional videos for lesson concepts: Reflection of Light.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 735

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “What are the properties of sound, and how do we use sound in our daily lives?”

Updated Text: This formative assessment worksheet explores the question: What are the properties of sound, and how is sound produced?

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 102

Location: before 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Position | Videos & Interactives | 5 min
Students will work though finding the position for an object moving at constant speed.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 152

Location: Videos & Interactives, Lesson 2

Original Text: Video: Inertia
Example Problem Video: Fighting Over a Pillow
Interactive Visual Literacy: Force and Motion

Updated Text: Videos: Inertia; Mars 2020: Scientist Spotlight
Example Problem Video: Fighting Over a Pillow
Interactive Visual Literacy: Force and Motion

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 252

Location: right column, after item 3

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: The Flight of a Ball 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 828

Location: After 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Changing the Angle of Incidence | Videos & Interactives | 10 minutes
Students will work through problems involving plane mirrors.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 986

Location: Assignments, Chapter 22

Original Text: STEM Project: Enhance Your Daily Life with Electric Current and Circuits

Updated Text: STEM Project: Enhance Your Daily Life with Electric Current and Circuits
Physics & Technology: Leading the Charge

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1051

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “What characteristics of magnets and electric currents cause magnetic fields?”

Updated Text: This formative assessment worksheet explores the question: How do magnets behave?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 287

Location: Left column, Science Probe, 1st sentence

Original Text: This formative assessment worksheet explores the question: Do astronauts experience gravity in space?

Updated Text: This formative assessment worksheet explores the question: Is there gravity in space?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 414

Location: right column, under "Elaborate," llast item

Original Text: Applying Practices: Conservation of Momentum 45 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 528

Location: Videos & Interactives, Lesson 4

Original Text: Videos: Bernoulli's Principle; Streamlines
Interactive Visual Literacy: Buoyant Force; Sinking and Floating

Updated Text: Video: Streamlines
Interactive Visual Literacy: Buoyant Force; Sinking and Floating

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1142

Location: Assignments, Chapter 25

Original Text: STEM Project: Compare the Use of Electromagnetic Waves

Updated Text: STEM Project: Compare the Use of Electromagnetic Waves
Physics & Society: Answering the Call
STEM Biographies: Ending the Scourge of Tuberculosis

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1269

Location: Last item, "THEME: Structure and Function," sentence 1

Original Text: Construct a circuit similar to the one shown in Figure 10, with a battery, a resistor, and a small LED lightbulb.

Updated Text: Construct a simple series circuit with a battery, a resistor, and a small LED lightbulb.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1345

Location: "Page 866 Ask Yourself "

Original Text: Explain how physicists were able to infer the existence of electron anti-neutrinos by studying how neutrons decay.

Updated Text: Explain how physicists were able to infer the existence of electron antineutrinos by studying how neutrons decay.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 710

Location: Figure 1

Original Text: [above left image] Wire Moves Up
[above right image] Wire Moves Down

Updated Text: [figure formatted as other multi-part figures in the book]
[below left image] 1A[n space]The wire moving upward
[below right image] 1B[n space]The wire moving downward

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 74

Location: Right column, first item under "Global Positioning System"

Original Text: [green checkmark][video icon] Video: GPS 10 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 711

Location: Figure 2

Original Text: [above top image] Direction of Current
[above bottom image] Right-Hand Rule

Updated Text: [figure formatted as other multi-part figures in the book]
[below top image] 2A[n space]Direction of Current
[below bottom image] 2B[n space]Right-hand rule

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 74

Location: Right column, 2nd item under "Elaborate"

Original Text: [green checkmark][interactive icon]Interactive Visual Literacy: Degrees, Minutes, Seconds 5 min

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 575

Location: 2nd item on page

Original Text: [video icon] Video: Streamlines | Videos & Interactives | 5 minutes
This video shows streamlines around different objects. [blue play button icon]

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 131

Location: Figure 29

Original Text: N/A

Updated Text: [format figure like other multi-part figures in the book and add subcaptions]
[under left image]29A[n space]Normal Force Equals Weight
[under center image]29B[n space]Normal Force Less Than Weight
[under right image]29C[n space]Normal Force Greater Than Weight

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 641

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 388

Location: First paragraph, last sentence

Original Text: This water continues along the global conveyer belt until it reaches the poles, where it cools, sinks, and begins its journey again.

Updated Text: This water continues along the global conveyer belt until it reaches the poles, where it cools, sinks, and begins its journey again. Climate change is putting this conveyor belt at risk. If too much ice melts, the cold water near the poles will become significantly less salty and not be dense enough to sink. If the polar water does not sink, the global conveyor belt will collapse.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 705

Location: last item on page

Original Text: [interactives icon] Interactive Visual Literacy: Graphing Waves | Videos & Interactives | 5 minutes
This interactive explores how the motion of waves can be graphed.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 79

Location: 1st item on page

Original Text: [green checkmark][interactive icon] Interactive Visual Literacy: Degrees, Minutes, Seconds | Videos & Interactives | 5 minutes
Students will investigate how degrees of latitude or longitude are divided into minutes and seconds.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 121

Location: Between items 1 and 2 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Average Acceleration | Videos & Interactives |10 minutes
Students will work through calculating acceleration mathematically.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 203

Location: left column, Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "How can you add vectors in two dimensions?"

Updated Text: This formative assessment worksheet explores the question: What forces act on an object on an inclined plane?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 778

Location: Assignments, Chapter 17

Original Text: STEM Project: Assess Importance of Absorbency Related to Lasers

Updated Text: STEM Project: Assess Importance of Absorbency Related to Lasers
Scientific Breakthroughs: Super-Efficient Solar Cells

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 902

Location: Labs, Lesson 2

Original Text: Quick Lab: Diffraction Gratings; Retinal Projection Screen
PhysicsLAB: Holograms
PhET Simulation: Wave Interference

Updated Text: Quick Labs: Diffraction Gratings; Diffraction Rainbow
PhysicsLAB: Holograms
PhET Simulation: Wave Interference

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1020

Location: left column, under "Series Circuits," between items 7 and 8

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 258

Location: after last item on page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: The Flight of a Ball | Videos & Interactives | 10 minutes
Students will work through problems involving projectiles launched at an angle.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 340

Location: Assignements, Chapter 8

Original Text: STEM Project: Model Motion Experienced on a Roller Coaster

Updated Text: STEM Project: Model Motion Experienced on a Roller Coaster
Physics & Society: Quantum Jump

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 457

Location: flow chart in right column, first two ovals

Original Text: [oval] investigate
[down arrow]
[oval] calculate

Updated Text: [left oval] investigate [right oval] calculate

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1071

Location: page header

Original Text: Lesson Details and 5E Options

Updated Text: Teaching Lesson 1 with 5E Options

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1192

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty checkbox][assignment icon] Applying Practices: Is light a wave or a particle? 45 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1299

Location: Last item, "Driving Question Connection," sentence 1

Original Text: Point students to Table 2, and point out that alpha, beta, and gamma decay all release energy.

Updated Text: [PHENOMENON icon]Point students to Table 2, and point out that alpha, beta, and gamma decay all release energy.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1407

Location: Resitance force, defintion

Original Text: The force exerted by a machine.

Updated Text: The force that a machine exerts on an output.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 584

Location: Page header

Original Text: Study Guide

Updated Text: Chapter Study Guide

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 765

Location: Ask Yourself question (bottom of page)

Original Text: Explain the changes observed in the spectrum of the glowing lightbulb at the beginning of this lesson as it gets brighter.

Updated Text: Explain the changes observed in the spectrum of a glowing incandescent lightbulb as it gets brighter.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 50

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 42

Location: Figure 5

Original Text: [above top image]A
[above bottom image]B

Updated Text: [move main caption and Look Closer question into the right-hand column]
[above top image]5A
[above bottom image]5B

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 609

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 216

Location: Your Study Tools, items 1-3

Original Text: ✓ Review Interactive Visual Literacy: Lunar Motion.
✓ Watch additional videos for lesson concepts: Solar Eclipse.
✓ Answer additional Practice Problems online.

Updated Text: ✓ Review with Interactive Visual Literacy: Lunar Motion, Seasons, and Tides.
✓ Watch additional videos for lesson concepts: The Moon's Role in a Solar Eclipse.
[item 3 deleted]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 685

Location: 1st sentence of text

Original Text: Help students activate their prior knowledge about the vocabulary in this chapter and introduce them to new terms using the following activity.

Updated Text: Help Emergent Bilingual (EB)/English Learner (EL) students activate their prior knowledge about thermal energy and introduce them to new words using the following activity.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 548

Location: Figure 16

Original Text: [above left image] Spherical Mirror
[above right image] Parabolic Mirror

Updated Text: [format figure like other multi-part figures in the book]
[under left image]16A[n space]Spherical Mirror
[under right image]16B[n space]Parabolic Mirror

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 739

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Flow chart in right column, top oval

Original Text: Investigate the behavior of waves

Updated Text: investigate the behaviors of waves

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 102

Location: Under "Elaborate," 4th item

Original Text: STEM Connection: It’s All Relative: Einstein and Education | 15 minutes
Read about Einstein's work on relativity.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 152

Location: Videos & Interactives, Lesson 3

Original Text: Video: da Vinci’s Parachute
Example Problem Video: Real and Apparent Weight
Interactive Visual Literacy: Terminal Velocity

Updated Text: Videos: da Vinci’s Parachute; Mars 2020: Landing
Example Problem Video: Real and Apparent Weight
Interactive Visual Literacy: Terminal Velocity

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 255

Location: after last item on page

Original Text: N/A

Updated Text: [insert lab box]
[in red bar] Quick Lab: Comparative
[in box] Projectile Path | Labs | 15 minutes
Students will investigate how a ball falls while standing still and while walking.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 828

Location: last item on the page, "Discussion: Mirrors and Windows," after current text

Original Text: N/A

Updated Text: If the inside lights are off, there is more light from outside transmitted through the glass and very little light inside reflected off the glass surface.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 1

Original Text: Interactive Visual Literacy: Diagramming Circuits

Updated Text: Example Problem Videos: Electric Power and Energy; Current through a Resistor
Interactive Visual Literacy: Diagramming Circuits

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1053

Location: 2nd table, right column, "False Cognates"

Original Text: English: iron (sp. hierro)
English: yellow (sp. amarillo)

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 287

Location: Right column, Driving Question Close, after title

Original Text: N/A

Updated Text: | Assignments | 5 minutes

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 419

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Speed | Videos & Interactives | 10 minutes
Students will work through conservation of momentum problems.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 529

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: How do the states of matter differ?

Updated Text: This formative assessment worksheet explores the question: How does the properties of a substance change when the substance changes state?

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1142

Location: Assignments, Lesson 2

Original Text: CER: Wireless Communications

Updated Text: CER: Wireless Communications
Applying Practices: Digital Transmission and Storage of Information; Catching Waves

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1270

Location: 1st table, "Intermediate" column, sentence 2

Original Text: Students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1353

Location: Discussion: Modes of β Decay (item 3), pink answer text

Original Text: electron emission: electron anti-neutrino; electron capture: electron neutrino; positron emission: electron neutrino; In each case, the electron neutrino or anti-neutrino keeps the electron-lepton number conserved.

Updated Text: electron emission: electron antineutrino; electron capture: electron neutrino; positron emission: electron neutrino; In each case, the electron neutrino or antineutrino keeps the electron-lepton number conserved.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 289

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 419

Location: Figure 5

Original Text: [label] Figure 5

Updated Text: [move images into right column with text to left; stack images on top of each other and add subcaptions]
[main label] Figure 5
[under upper image] 5A Before Push
[under after images] 5B After Push

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 543

Location: Revisit the Essential Question

Original Text: What physical properties of matter are typical of solids?

Updated Text: What physical properties are typical of solids?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1142

Location: Labs, Lesson 3

Original Text: Quick Lab: Using Electromagnetic Waves

Updated Text: Quick Lab: Fluorescent Fingerprints

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1270

Location: 1st table, "Advanced/Advanced High" column, sentence 2

Original Text: Students look through the chapter and write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and write the things they know (K) and want to know (W).

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1353

Location: Discussion: Muon Decay (item 4), pink answer text

Original Text: The two other particles are an electron anti-neutrino and a muon neutrino. The electron anti-neutrino conserves electron-lepton number, and the muon neutrino conserves muon lepton number.

Updated Text: The two other particles are an electron antineutrino and a muon neutrino. The electron antineutrino conserves electron-lepton number, and the muon neutrino conserves muon-lepton number.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 712

Location: Figure 3

Original Text: N/A

Updated Text: [figure formatted as other multi-part figures in the book and subcaptions added]
[below left image] 3A[n space]Diagram of a microphone
[below right image] 3B[n space]A singer using a microphone

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations? Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 74

Location: Right column, last item under "Elaborate"

Original Text: [empty checkbox][video icon] IVideo: Scientist Spotlight 10 min

Updated Text: [empty checkbox][video icon] IVideo: Tracking Hurricanes: Scientist Spotlight 10 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): ix

Location: Front Matter TOC: Chapter 3

Original Text: Chapter 3

Updated Text: Chapter 3 TEKS 5.A, 5.C

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 582

Location: Videos & Interactives, Chapter 13

Original Text: Video: Seafront Formations

Updated Text: Video: Seafront Formations
IF/THEN She Can: Adele Luta

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 132

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Mars 2020: Ingenuity's First Flight.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 644

Location: right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignments icon] Applying Practices: Engage in Scientific Argumentation: Nuclear Energy 100 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 388

Location: Figure 9

Original Text: N/A

Updated Text: [figure resized and moved to the right of the text; caption and Look Closer question moved below the figure]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 706

Location: before blue header bar "Topic: Tsunamis"

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Characteristics of Waves | Videos & Interactives | 10 minutes
Students will work through problems involving the velocity, wavelength, period, and frequency of a wave.

[interactives icon] Interactive Visual Literacy: Graphing Waves | Videos & Interactives | 5 minutes
This interactive explores how the motion of waves can be graphed.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 80

Location: 2nd item on page, title

Original Text: [video icon] Video: Scientist Spotlight | 10 minutes

Updated Text: [video icon] Video: Tracking Hurricanes: Scientist Spotlight | 10 minutes

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 121-122

Location: light blue header bar "Topic: Acceleration with Constant Speed" and "Content Background: Change in Direction"

Original Text: [last item on p. 121 under new "Explain continued" head]

Updated Text: [first item on p. 122]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 205

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 778

Location: Videos & Interactives, Lesson 2

Original Text: Videos: Why are so many deep-sea animals red in color?; Diffraction;
Polarization
Example Problem Video: Malus's Law
Interactive Visual Literacy: 3-D Movie Glasses

Updated Text: Videos: Why are so many deep-sea animals red in color?; Diffraction;
Dual-Pol Doppler Radar
Example Problem Video: Malus's Law
Interactive Visual Literacy: 3-D Movie Glasses

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 903

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "How are interference and diffraction of light related?"

Updated Text: This formative assessment worksheet explores the question: How do two waves interfere?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1020

Location: left column, last two items under "Series Circuits"

Original Text: [empty checkbox] IN-CLASS Example 5 5 min
[green checkmark] Quick Demo: Voltage Dividers 5 min

Updated Text: [green checkmark] IN-CLASS Example 5 5 min
[empty checkbox] Quick Demo: Voltage Dividers 5 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 266

Location: right column, between "Explain" header bar and "Centrifugal 'Force'" header bar

Original Text: N/A

Updated Text: [empty check box][video icon] Example Problem Video: Uniform Circular Motion 10 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 354

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 458

Location: left column, under "Potential Energy," between items 6 and 7

Original Text: N/A

Updated Text: empty box]video icon] Example Problem Video: Gravitational Potential Energy 10 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1075

Location: last item on page, "Driving Question Connection," sentence 1

Original Text: After students have read about electromagnets, have them discuss as a class the following two specific ideas:

Updated Text: [PHENOMENON icon] After students have read about electromagnets, have them discuss as a class the following two specific ideas:

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1192

Location: Right column, under "Elaborate,"item 4

Original Text: Quick Research: Cosmic Background Radiation 15 min

Updated Text: Quick Research 15 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1310

Location: left column, 2nd to last item

Original Text: [empty box][video icon]Video: Lasers and Fusion 5 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 596

Location: Figure 9 caption

Original Text: N/A

Updated Text: [added sub-captions]
9A[n space]Tiger beetle
9B[n space]Interference

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 774

Location: Paragraph 1

Original Text: Why is the slope of every line in the graph equal to Planck's constant (h)? The maximum kinetic energy of an ejected electron is equal to the difference between the photon energy and the work function: KEmax = hf − hf0 . The slope-intercept equation for a line is y = mx + b, where m is the slope of the line, x is the independent variable, y is the dependent variable, and b is the y-intercept. Substituting KEmax = y, f = x, and hf0 = b, you can observe that the slope of the line
is Planck's constant h.

Updated Text: [paragraph deleted due to redundancy; Example Problem 1 moved up to top of page]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 56

Location: Assignments, Chapter 2

Original Text: STEM Project: Model Motion in Sports

Updated Text: STEM Project: Model Motion in Sports
Scientific Breakthroughs: In the Nick of Time

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 42

Location: Paragraph 1, last sentence

Original Text: A coordinate system gives the location of the zero point of the variable you are studying and the direction in which the values of the variable increase, as shown in the diagram A in Figure 5. [note: "coordinate system" is highlighted yellow]

Updated Text: A coordinate system gives the location of the zero point of the variable you are studying and the direction in which the values of the variable increase, as shown in Figure 5A. [note: "coordinate system" is highlighted yellow]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 613

Location: right column, last 2 items under "Elaborate"

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition 45 min
Applying Practices: Investigate Stream Erosion 45 min

Updated Text: PhysicsLAB: Observing Weathering and Erosion 50 min
Applying Practices: Investigate Stream Erosion; Modeling Earth's Internal and Surface Processes 45 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 222

Location: Your Study Tools, items 1-3

Original Text: ✓ Review Interactive Visual Literacy: Gravity Bends Life.
✓ Watch additional videos for lesson concepts: Inertial Balance.
✓ Answer additional Practice Problems online.

Updated Text: ✓ Review with Interactive Visual Literacy: Einstein's Theory of Gravity.
✓ Watch additional videos for lesson concepts: Inertial Balance.
✓ Answer additional Practice Problems online.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 688

Location: left column, 1st item under "Explore" head

Original Text: [empty box] Quick Demo: Identifying Periodic Motion 5 min

Updated Text: [box with green checkmark] Quick Demo: Identifying Periodic Motion 5 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 552

Location: Figure 21

Original Text: [main caption]Figure 21[n space]These images of galaxy NGC 3521 simulate how resolving power varies with aperture. The image on the left is how the galaxy would appear for a telescope with a small aperture. The image on the right shows its appearance using a larger aperture.

Updated Text: [main caption]Figure 21[n space]These images of galaxy NGC 3521 simulate how resolving power varies with the telescope's aperture.
[add subcaption]
[under left image]21A[n space]Smaller aperature
[under right image]21B[n space]Larger aperature

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 740

Location: Right column, under "The Doppler Effect" light blue header bar, between items 3 and 4

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: The Doppler Effect 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 102-103

Location: items titled "Critical Thinking: Position-Time Graph" and "SEP Planning and Carrying Out Investigations"

Original Text: [last two items on p. 102]

Updated Text: [first two items on p. 103]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 155

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 256

Location: before last item on page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: A Sliding Plate | Videos & Interactives | 10 minutes
Students will work through problems involving horizontally launched projectiles.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 845

Location: "Page 547 Ask Yourself," answer

Original Text: A virtual image will appear to be located behind the mirror surface.

Updated Text: A virtual image will appear to be located behind the mirror surface. The image is upright, larger than the object, and cannot be projected. The object must be placed between the focal point and the mirror's surface.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 986

Location: Assignments, Lesson 1

Original Text: CER: Current and Circuits
Practice Problems: Electric Power and Energy; Drawing Schematic Diagrams; Current through a Resistor
Applying Practices: Touching the Future; Develop and Use Models for Energy

Updated Text: CER: Current and Circuits
Practice Problems: Electric Power and Energy; Drawing Schematic Diagrams; Current through a Resistor
Applying Practices: Develop and Use Models for Energy

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1056

Location: Right column, item 6 under "Elaborate"

Original Text: Quick Lab: Direction of Magnetic Fields 15 min

Updated Text: Quick Lab: 3-D Magnetic Fields 20 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 860

Location: Assignments, Chapter 19

Original Text: STEM Project: Model the Path of a Light Ray

Updated Text: STEM Project: Model the Path of a Light Ray
STEM at Work: Staying in Focus

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 3

Original Text: Videos: Circuits in String Lights; Series Circuits; Parallel Circuits
Interactive Visual Literacy: Equivalent Resistance

Updated Text: Videos: Circuits in String Lights; Series Circuits; Parallel Circuits
Example Problem Videos: Potential Difference in a Series Circuit; Equivalent Resistance and Current in a Parallel Circuit
Interactive Visual Literacy: Equivalent Resistance

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1061

Location: last item on page, "Driving Question Connection," sentence 1

Original Text: Point out the Chapter Opener image.

Updated Text: [PHENOMENTON icon] Point out the Chapter Opener image.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 292

Location: Bottom of left column

Original Text: Interactive Visual Literacy: Modeling Orbits 10 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 420

Location: Before last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Recoil | Videos & Interactives | 10 minutes
Students will work through problems involving recoil.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 569

Location: left column, last item under "Engage" head

Original Text: [empty checkbox][video icon] Video: Bernoulli’s Principle 10 min

Updated Text: [green checkmark][video icon] Video: Streamlines 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1143

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “How do we use electromagnetic waves in technology?”

Updated Text: This formative assessment worksheet explores the question: What properties do electromagnetic waves have?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1271

Location: Above "Evaluate" header

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Touching the Future | Assignments | 45 minutes
Students research and evaluate the engineering design of capacitive touchscreens and propose their own design solutions.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1356

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 714

Location: Figure 6

Original Text: [centered under left image]6A[n space]Maximum Current
[centered under center image]6B[n space]Zero Current
[centered under right image]6C[n space]Current Graph

Updated Text: [figure formatted as other multi-part figures in the book]
[left-aligned under left image]6A[n space]Maximum Current
[left-aligned under center image]6B[n space]Zero Current
[left-aligned under right image]6C[n space]Current Graph

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 4

Location: Videos & Interactives, Lesson 1

Original Text: Video: Why study physics?
Interactive Visual Literacy: Developments in Physics; Careers for Physicists

Updated Text: Video: Introduction to Physics
Interactive Visual Literacy: Developments in Physics; Careers that use Physics

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 76

Location: 1st item under "Topic: Latitude and Longitude," title

Original Text: Interactive Visual Literacy: Locating a Hurricane

Updated Text: Interactive Visual Literacy: Using Coordinates

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): ix

Location: Digital Experience list, under "Labs"

Original Text: PhysicsLAB[n space]Probeware: Tossed-Ball Motion

Updated Text: PhysicsLAB[n space]Probeware: Tossed-Ball Motion
Simulation[n space]Accelerated Motion

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 582

Location: Assignements, Chapter 13

Original Text: STEM Project: Assess Greenhouse Effect

Updated Text: STEM Project: Assess Greenhouse Effect
Focus on Texas: Barrier Islands

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 145

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Vector Addition.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 652

Location: after last item on page

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Engage in Scientific Argumentation: Nuclear Energy | Assignments | 100 min
Students will debate the costs and benefits of using nuclear energy.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 412

Location: Last paragraph, last sentence

Original Text: This latent heat is later released when the air rises and water vapor condenses.

Updated Text: This latent heat is later released when the air rises and water vapor condenses. As our oceans heat up due to climate change, hurricanes will become more frequent and more powerful.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 707

Location: 3nd item under "Evaluate" header,

Original Text: Topic: Wave Properties
Ask students to draw a y-displacement v. location graph and a y-displacement v. time graph of a transverse wave. Label the parts of the wave that each graph shows. Have students show how the wave's period or its wavelength can be determined from the graphs.

Updated Text: Topic: Wave Properties
Ask students to draw a y-displacement v. distance from source graph and a y-displacement v. time graph of a transverse wave. Instruct them to label the parts of the wave that each graph shows. Have students show how the wave's period or its wavelength can be determined from the graphs.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 81

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 122-123

Location: item titled "Apply Your Knowledge: Acceleration Vectors" and "Apply Your Knowledge: Motion Diagrams"

Original Text: [last two items on p. 122]

Updated Text: [first two items on p. 123]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 207

Location: flowchart on right

Original Text: [flowchart layed out as a single column]

Updated Text: [flowchart layed out as two columns, left column for the "define" part of the TEKS and the right column for "combine" part of the TEKS]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 778

Location: Videos & Interactives, Lesson 3

Original Text: Videos: Measuring the Speed of Light; Roemer's Speed of Light
Measurement
Interactive Visual Literacy: Doppler Shift

Updated Text: Video: Roemer's Speed of Light
Measurement
Interactive Visual Literacy: Doppler Shift

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 908

Location: Left column, item 2

Original Text: Activate Prior Knowledge: Waves, Geometry, and Trigonometry 5 min

Updated Text: Activate Prior Knowledge 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1020

Location: right column, after item 3

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 269-270

Location: red PhysicsLAB box

Original Text: [item at top of p. 270]

Updated Text: [item at bottom of p. 269]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 357

Location: Flow chart in right column

Original Text: [flow chart currently reflects this parital text of the TEKS]
calculate the effect of forces on objects usingthe relationship between force and acceleration as represented by Newton's second law of motion

Updated Text: [flow chart updated to include full TEKS]
calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using

free body diagrams and the relationship between force and acceleration as represented by Newton's second law of motion

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 458

Location: right column, 1st item under "Mechanical Energy"

Original Text: Quick Lab: Types of Energy 15 min

Updated Text: Quick Lab: Energy Exchange 25 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1076

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Calculate the Strength of a Magnetic Field | Videos & Interactives | 10 minutes
Students will work through problems about magnetic fields around current-carrying wires.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1201

Location: After first item on page ("CER: A Particle Model of Light")

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Is light a wave or a particle? | Assignments | 45 minutes
Students will research, analyze, evaluate, and critique claims that suggest light behaves both as a wave and as a particle.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1310

Location: right column, last item under "Elaborate"

Original Text: [green checkmark][lab goggles icon]Quick Lab: Model a Chain Reaction

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 629

Location: Figure 16

Original Text: N/A

Updated Text: [format figure as other multi-part images in the book; add subcaptions]
[under left image]16A[n space]Lifting a ball
[under right image]16B[n space]Separating unlike charges

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 804

Location: Your Study Tools, item 1

Original Text: ✓ Review with Interactive Visual Literacy: Lasers.

Updated Text: ✓ Review with Interactive Visual Literacy: Lasers and Quantum Computing.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 1

Original Text: Videos: Moving Pictures; Runner's Motion
Example Problem Video: Vector Addition and Subtraction
Interactive Visual Literacy: Coordinate Systems

Updated Text: Videos: Moving Pictures; Runner's Motion
Example Problem Video: Vector Addition and Subtraction
Interactive Visual Literacy: Finding Time Interval and Displacement

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 42

Location: Paragraph 2, sentence 2

Original Text: In the runner example shown in Figure 5, the origin, which is the zero point of the measuring tape, could be 6 m to the left of the cactus.

Updated Text: In the runner example shown in Figure 5A, the origin, which is the zero point of the measuring tape, could be 6 m to the left of the cactus.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 620

Location: 3rd item on page, "PhysicsLAB"

Original Text: Model Weathering, Erosion, and Deposition | Labs | 45 min
Students will use models to investigate the mechanisms behind weathering, erosion, and deposition.

Updated Text: Field Investigation: Observing Weathering and Erosion | Labs | 50 minutes
Students will use conduct a field investigation to observe weathering and erosion.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 229

Location: Figure 3, art

Original Text: N/A

Updated Text: [arc and "x" label adjusted for visibility; blue counter-clockwise arrow changed to red]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 688

Location: Left column, last item under "Explore" head

Original Text: [green checkmark][lab goggles icon] Quick Lab: Hooke’s Law 15 min

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 556

Location: Last paragraph, last sentence

Original Text: This instrument promises to add to the previously mentioned discoveries, including new exoplanets (planets outside our solar system) and a better understanding of the nature of dark matter, which makes up most of the matter in galaxies.

Updated Text: On Earth, the ideal resolving power of a large telescope is limited by Earth's atmosphere. To avoid this problem, space telescopes with large mirrors are placed in orbit, where they can resolve distant objects at the theoretical limit.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 740

Location: Right colum, 2nd item under blue "Elaborate" header bar

Original Text: [green checkmark] Critical Thinking: Negative Sound Levels 5 min

Updated Text: [green checkmark] Critical Thinking 5 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 106

Location: left column, after 2nd TEKS listed (TEKS 5.B)

Original Text: (Primary TEKS)

Updated Text: (Supported TEKS)

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 170

Location: Left column, under "Newton's Second Law," last item

Original Text: [green checkmark] PhysicsLAB: Force, Mass, and Acceleration 45 min

Updated Text: [blank box][video icon] Example Problem Video: Fighting Over a Pillow 5 min
[green checkmark][lab goggles icon] PhysicsLAB: Force, Mass, and Acceleration 45 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 257

Location: ELPS Support box, Beginning

Original Text: Write the question on the board. Then point to the key words in the question and explain them. Use gestures and other visuals to support comprehension as you say: A projectile is the object that is in the air. The trajectory is the path that it takes. Vertical means up and down. And velocity is speed. So we want to know when does the object stop moving upward. Point to different spots in Figure 6 and ask: Does it stop moving upward here?ct spot.

Updated Text: Write the question on the board. Then point to the key words in the question and explain them. Use gestures and other visuals to support comprehension as you say: A projectile is the object that is in the air. The trajectory is the path that it takes. Vertical means up and down. Velocity is speed with direction. We want to know when the object stops moving upward. Point to different spots in Figure 6 and ask: Does it stop moving upward here?

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 42

Location: Paragraph 3, sentence 1

Original Text: You can indicate how far the runner in Figure 5 is from the origin at a certain time on the motion diagram by drawing an arrow from the origin to the point that represents the runner, as shown in diagram B of Figure 5.

Updated Text: You can indicate how far the runner in Figure 5A is from the origin at a certain time on the motion diagram by drawing an arrow from the origin to the point that represents the runner, as shown in Figure 5B.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 620

Location: above "EVALUATE" head

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Modeling Earth's Internal and Surface Processes | Assignments | 30 minutes
Students will develop and use models of Earth's processes.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 246

Location: Your Study Tools, first item

Original Text: ✓ Review with Interactive Visual Literacy: Rotating Frames of Reference.

Updated Text: ✓ Review with Interactive Visual Literacy: Rotational Inertia.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 688

Location: left column, under light blue header bar "Springs and Periodic Motion," between items 2 and 3

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: The Spring Constant and the Energy of a Spring 10 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 576

Location: Figure 17

Original Text: [above left image]5A
[above center image]5B[n space]Simple Lens
[above right image]5C[n space]Achromatic Lens

Updated Text: [format figure as other multi-part images in the book]
[under left image]5A[n space]Chromatic Aberration
[under center image]5B[n space]Simple Lens
[under right image]5C[n space]Achromatic Lens

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 747

Location: After 2nd item on page ("IN-CLASS Example 1")

Original Text: N/A

Updated Text: [video icon] Example Problem Video: The Doppler Effect | Videos & Interactives | 10 minutes
Students will work through problems involving the Doppler effect.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 108

Location: Assignments, Chapter 3

Original Text: STEM Project: Evaluate Accelerated Motion

Updated Text: STEM Project: Evaluate Accelerated Motion
STEM at Work: Designing Fun
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 174

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Fighting Over a Pillow | Videos & Interactives | 5 minutes
Students will work through problems using Newton's second law.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 257

Location: ELPS Support box, Intermediate

Original Text: Write the question on the board. Then point to the key words in the question and ask or questions about them. Use gestures and other visuals as needed to support comprehension as you ask: Is a projectile the object that is in the air or the path that an object takes? Is the trajectory the object's speed or the path that it takes. Does vertical mean up and down or side to side? Is velocity speed or height? Say: So we want to know when does the object stop moving upward. Point to different spots in Figure 6 and ask: Where on the trajectory does the projectile stop moving? Provide the following stem: A projectile's vertical velocity is zero when it reaches _____. (maximum height)

Updated Text: Write the question on the board. Then point to the key words in the question and ask or questions about them. Use gestures and other visuals as needed to support comprehension as you ask: Is a projectile the object that is in the air or the path that an object takes? Is the trajectory the object's speed or the path that it takes. Does vertical mean up and down or side to side? Is velocity speed or height? Say: We want to know when the object stops moving upward. Point to different spots in Figure 6 and ask: Where on the trajectory does the projectile stop moving? Provide the following stem: A projectile's vertical velocity is zero when it reaches _____. maximum height

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 863

Location: Page header

Original Text: Emergent Bilingual/English Learner Supports

Updated Text: Emergent Bilingual/English Learner Support

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 4

Original Text: Video: Circuit Safety
Interactive Visual Literacy: Analyzing Series-Parallel Circuits

Updated Text: Interactive Visual Literacy: Analyzing Series-Parallel Circuits

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1065

Location: first item on page, title

Original Text: Direction of Magnetic Fields | Labs | 15 minutes

Updated Text: 3-D Magnetic Fields | Labs | 20 minutes

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 296

Location: 3rd item on page

Original Text: Interactive Visual Literacy: Modeling Orbits | Videos & Interactives |
10 minutes
Students will explore the shape of orbits.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 420-421

Location: light blue header bar "Topic: Two-Dimensional Collisions" and item "Video: Two-Dimensional Collisions"

Original Text: [last item on p. 420]

Updated Text: [first item on p. 421

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 569

Location: right column, 3rd item under "Bernoulli's Principle"

Original Text: [green checkmark][video icon] Video: Streamlines 5 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1147

Location: Last paragraph in left column, after the last sentence

Original Text: N/A

Updated Text: This lesson also supports TEKS 8.E by discussing applications of X-rays.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1272

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1365

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 716

Location: Figure 9

Original Text: [main caption] This AC generator is similar in construction to an electric motor, except it connects to a circuit using a brush-slip-ring device instead of a commutator. An outside source rotates the armature. As the armature rotates, the direction of the current alternates in time (top right). The power delivered by the generator is always positive (bottom right).

Updated Text: [figure formatted like other multi-part figures in the book; subcaptions added]
[main caption] This AC generator is similar in construction to an electric motor, except it connects to a circuit using a brush-slip-ring device instead of a commutator. An outside source rotates the armature. As the armature rotates, the direction of the current alternates in time (9B). The power delivered by the generator is always positive (9C).
[below left image]9A[n space]An AC generator
[below top right image]9B[n space]Current v. Time graph
[below bottom right image]9C[n space]Power v. Time graph

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 4

Location: Labs, Lesson 4

Original Text: Quick Lab: Measuring Change
PhET Simulation: Graphing Lines

Updated Text: Quick Lab: Measuring Change
Lab: Organizing Quantitative and Qualitative Data
PhET Simulation: Graphing Lines

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 78

Location: 1st item on page, "Quick Lab"

Original Text: Locate Places on Earth | Labs | 15 minutes
Students will use latitude and longitude to locate places.

Updated Text: [green checkmark] Locate Places on Earth | Labs | 15 minutes
Students will use latitude and longitude to locate places.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): ix

Location: Digital Experience list, under "Videos"

Original Text: Apollo 15 Hammer and Feather Drop

Updated Text: Apollo 15 Hammer and Feather Drop
Example Problem Videos

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 582

Location: Labs, Lesson 2

Original Text: Quick Labs: Model Volcanoes; Model Mountain Formation

Updated Text: Quick Lab: Model Magma Movement

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 147

Location: Paragraph 3, last sentence

Original Text: You can verify this finding with your own investigations.

Updated Text: You can verify these findings with your own investigations.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 655

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 414

Location: last paragraph, sentence 2

Original Text: Using data from ice cores and other sources, scientists have found that the concentrations of these gases have fluctuated over thousands or even millions of years.

Updated Text: Using data from ice cores, sediment cores, and other sources, scientists have found that the concentrations of these gases have fluctuated over thousands or even millions of years.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 708

Location: Answer Key (bottom of page), answer to first question

Original Text: The period is 0.4 s.

Updated Text: The period is 0.04 s.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 85

Location: Left column, under "Plotting Data," last item

Original Text: [green checkmark][lab goggles icon]Quick Lab: Graphing Position 15 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 123-124

Location: "Evaluate" head and 3 "Exit Tickets" below it

Original Text: [last 3 items on p. 123]

Updated Text: [first 3 items on p. 124]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 208

Location: right column, under "Algebraic Addition of Vectors," item 3

Original Text: [empty checkbox]PhysicsLab: Perpendicular Forces 45 min

Updated Text: [empty checkbox][lab goggles icon]PhysicsLAB: Perpendicular Forces 45 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 796

Location: Right column, between items 1 and 2

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Malus’s Law 5 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 908

Location: left column, under light blue header bar "Double-Slit Interference," between 4 and 5

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Wavelength of Light 10 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1020

Location: right column, first light blue header bar

Original Text: Series and Parallel Connections

Updated Text: Kirchoff's Rules

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 270

Location: after last item on page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: Uniform Circular Motion | Videos & Interactives | 10 minutes
Students will work through problems involving circular motion.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 370

Location: Flow chart in right column

Original Text: [flow chart currently reflects this parital text of the TEKS]
calculate the effect of forces on objects usingthe relationship between force and acceleration as represented by Newton’s second law of motion

Updated Text: [flow chart updated to include full TEKS]
calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton’s second law of motion

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 460

Location: last item on page, "Theme: Systems and System Models"

Original Text: Mathematical models can be used to predict the behavior of a system, but models can be limited. Choose an example of a mathematical model used to make an energy calculation based on a realistic situation, such as ice-skating or pushing different materials across different surfaces. What evidence do you have that the model is limited? Explain your model as well as its limitations to a peer. Review the situations and energy calculations in this book and generate questions. Sample questions: Which realistic situation are you planning to model? What limitations does your model have? How are you going to mathematically model this situation?

Updated Text: Remind students that mathematical models can be used to predict the behavior of a system, but models can be limited. Tell them to choose an example of a mathematical model used to make an energy calculation based on a realistic situation, such as ice-skating or pushing different materials across different surfaces. Ask: What evidence do you have that the model is limited? Exact answers will vary depending on model chosen, but students might note things like ignoring friction or assuming an object is a point particle. Have students explain their models as well as their limitations to a peer.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1086

Location: page header

Original Text: Lesson Details and 5E Options

Updated Text: Teaching Lesson 2 with 5E Options

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1204

Location: "Page 765 Ask Yourself," question text

Original Text: Explain the changes observed in the spectrum of the glowing lightbulb at the beginning of this lesson as it gets brighter.

Updated Text: Explain the changes observed in the spectrum of a glowing incandescent lightbulb.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1313

Location: 1st item on page, "Driving Question Connection," sentence 1

Original Text: Direct students’ attention to Figure 13 and the equation for the fission of 92235U.

Updated Text: [PHENOMENON icon]Direct students’ attention to Figure 13 and the equation for the fission of 92235U.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 630

Location: Figure 17

Original Text: N/A

Updated Text: [format figure as other multi-part images in the book]
[under left image]17A[n space]Unlike charges moved apart
[under right image]17B[n space] Unlike charged moved closer

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 835

Location: Figure 6 caption

Original Text: The tremendous amount of energy causes a small implosion.

Updated Text: The laser's tremendous energy initiates fusion.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 2

Original Text: Videos: GPS; Scientist Spotlight
Interactive Visual Literacy: Locating a Hurricane

Updated Text: Video: Tracking Hurricanes: Scientist Spotlight
Interactive Visual Literacy: Using Coordinates

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 47

Location: Your Study Tools, item 1

Original Text: ✓ Review Interactive Visual Literacy: Coordinate Systems.

Updated Text: ✓ Reviewwith Interactive Visual Literacy: Finding Time Interval and Displacement.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 621

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 265

Location: Figure 5

Original Text: N/A

Updated Text: [added sub-captions]
[under top image] 5A[n space]Before push
[under right image] 5B[n space]After push

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 688

Location: right column, between items 2 and 3

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Finding g Using a Pendulum 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 108

Location: Videos & Interactives, Lesson 1

Original Text: Video: Take-off Acceleration
Example Problem Videos: Velocity and Acceleration; Average Acceleration
Interactive Visual Literacy: Nonuniform Motion Diagrams; Finding an Acceleration Vector

Updated Text: Videos: Take-off Acceleration; Nonuniform Motion Diagrams
Example Problem Videos: Velocity and Acceleration; Average Acceleration
Interactive Visual Literacy: Nonuniform Motion Diagrams; Finding an Acceleration Vector

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 175

Location: 2nd item on page, "Extension: Newton's Second Law"

Original Text: If a net force of 3.3 N is exerted on a 900-kg spacecraft cruising toward Mars, what is the magnitude of the acceleration?
Solution
$a = F_{net}/m = 3.3\ N/900\ kg = 3.7 \times 10^{-3}\ m/s^2$

Updated Text: If a net force of 3.3 N is exerted on a 910-kg spacecraft cruising toward Mars, what is the magnitude of the acceleration?
Solution
$a = F_{net}/m = 3.3\ N/910\ kg = 3.6 \times 10^{-3}\ m/s^2$

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 866

Location: Under light blue header bar "Snell's Law of Refraction", between items 5 and 6

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Angle of Refraction 10 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 989

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 302

Location: right column, under "Universal Gravitation and Orbits," before last item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Gravitational Force and Centripetal Acceleration 5 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 422-423

Location: Item titled "Applying Pracitces: Conservation of Momentum"

Original Text: [last item on p. 423]

Updated Text: [last item on p. 422]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1161

Location: right column, under "Elaborate," after last item

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Digital Transmission and Storage of Information 45 min
[empty box][assignment icon] Applying Practices: Catching Waves 100 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 721

Location: Header in center of page

Original Text: Self-inductance

Updated Text: Self-Inductance

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 4

Location: Assignments, Chapter 1

Original Text: STEM Project: Compare Flight of a Paper Airplane

Updated Text: STEM Project: Compare Flight of a Paper Airplane
Physics & Technology: A Step in the Right Direction
STEM Biographies: The First Scientist; Taking Science to the People

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): ix

Location: Digital Experience list, under "Interactives"

Original Text: Simulation[n space]Accelerated Motion

Updated Text: Interactive Example Problems

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 582

Location: Labs, Lesson 3

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition

Updated Text: PhysicsLAB: Observing Weathering and Erosion

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 154

Location: Last paragraph, sentence 2

Original Text: As defined by Newton’s first law, as long as there is no net force acting on an object, the object does not experience a change in speed or direction and is in equilibrium.

Updated Text: As defined by Newton’s first law, as long as the net force acting on an object is zero, the object does not experience a change in speed or direction and is in equilibrium.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 659

Location: left column, last item

Original Text: Interactive Visual Literacy: Simple and Compound Machines 5 min

Updated Text: Interactive Visual Literacy: Everyday Simple Machines 5 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 429

Location: Figure 8 caption, sentence 2

Original Text: Water is pumped down to hot rock, where it changes to steam. The steam is used to spin a turbine, generating electricity.

Updated Text: In the type of system shown here, water is pumped down to hot rock, where it changes to steam. The steam is used to spin a turbine, generating electricity.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 710

Location: flow chart on right, top oval

Original Text: Investigate the behavior of waves

Updated Text: investigate behaviors of waves

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 85

Location: Left column, under "Using Position-Time Graphs," item 2

Original Text: IN-CLASS Example 3 5 min

Updated Text: [video icon] Example Problem Video: Analyze a Position-Time Graph 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 126

Location: "Page 78"

Original Text: Figure 8 Look Closer Interpret Why is the line on the acceleration-time graph below the horizontal axis from 10.0 s to 16.0 s? Acceleration is negative then

Updated Text: Ask Yourself Explain how the relationship of velocity to position is similar to the relationship of acceleration to velocity. Velocity measures change in position. Acceleration measures change in velocity.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 208

Location: right column, under "Algebraic Addition of Vectors," after light item

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: Finding Your Way Home 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 801

Location: last item on page

Original Text: Video: Polarization | Videos & Interactives | 5 minutes
Have students watch a video about the polarization of light.

Updated Text: [video icon] Example Problem Video: Malus’s Law | Videos & Interactives | 10 min
Students will work through problems using Malus's Law.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 909

Location: title of item 2 under "Engage" header

Original Text: Activate Prior Knowledge: Waves, Geometry, and Trigonometry

Updated Text: Activate Prior Knowledge

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1024

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Potential Difference in a Series Circuit | Videos & Interactives | 10 minutes
Students will work through problems involving series circuit calculations.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 276

Location: left column, item 2

Original Text: [empty checkbox] Activate Prior Knowledge: Velocity and Vector Addition 5 min

Updated Text: [empty checkbox] Activate Prior Knowledge 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 376

Location: 1st item on page, "Driving Question Connection," 1st sentence

Original Text: After reading about how torque and rotational inertia affect angular acceleration, discuss as a class the role of torque, rotational inertia, and angular acceleration as they relate to bicycles:

Updated Text: [PHENOMENON icon] After reading about how torque and rotational inertia affect angular acceleration, discuss as a class the role of torque, rotational inertia, and angular acceleration as they relate to bicycles:

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 463

Location: before last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Gravitational Potential Energy | Videos & Interactives | 10 minutes
Students will work through problems involving gravitational potential energy.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1098

Location: Assignments, Chapter 24

Original Text: STEM Project: Describe How Electromagnets Improve Your Daily Life

Updated Text: STEM Project: Describe How Electromagnets Improve Your Daily Life
Physics & Society: An Interruption from the Sun

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1228

Location: before "Differentiaion Resources"

Original Text: N/A

Updated Text: Summative Assessment
Development of the Atomic Model
Lesson Quiz | Assessments | 30 minutes
This digital summative assessment evaluates student understanding of the atomic model.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1315

Location: 1st item on page

Original Text: [video icon]Video: Lasers and Fusion | Videos & Interactives | 5 minutes
This video explores how the National Ignition Facility uses lasers to
catalyze fusion reactions. [blue play button icon]

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 646

Location: Figure 1

Original Text: [main caption]Figure 1[n space]Positive charges flow from the higher potential at B through the conductive wire C to A, which has a lower potential than B. When the potential difference between B and A is zero, the flow stops. The flow continues in the diagram on the right because a charge pump maintains the potential difference between A and B.

Updated Text: [format figure like other multipart figures in the book]
[under left image]1A[n space]When the potential difference between B and A is zero, the flow stops.
[under right image]1B[n space]The flow continues because a charge pump maintains the potential difference between A and B.
[main caption]Figure 1[n space]Positive charges flow from the higher potential at B through the conductive wire C to A, which has a lower potential than B.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 844

Location: run-in-head for 2nd paragraph

Original Text: Connection to Earth Science [plain text]

Updated Text: Earth Science Connection [formatted like "Life Science Connection" run-in-head for paragraph 3]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Analyze a Position-Time Graph
Interactive Visual Literacy: Building a x-t Graph

Updated Text: Example Problem Video: Analyze a Position-Time Graph
Interactive Visual Literacy: Making a Postion-Time Graph

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 648

Location: Paragraph 1

Original Text: What started as potential energy of the water is converted to kinetic energy, which in turn is converted to electrical energy by the generator. Not all the water’s kinetic energy, however, is transformed to electrical energy. If the generator attached to the waterwheel is connected to a motor, the charges in the wire flow into the motor. The flow of charges continues through the circuit back to the generator. The motor transforms electrical energy back into kinetic energy. At every step, some of the energy is transformed to thermal energy as well.

Updated Text: What started as potential energy of the water is converted to kinetic energy, which in turn is converted to electrical energy by the generator. If the generator attached to the waterwheel is connected to a motor, the charges in the wire flow into the motor. The flow of charges continues through the circuit back to the generator. The motor transforms electrical energy back into kinetic energy. Not all the water's kinetic energy, however, is transformed to electrical energy. At every step, some of the energy is transformed to thermal energy as well.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 850

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: The Discovery of Nuclear Fission.

Updated Text: ✓ Watch additional videos for lesson concepts: Fission of Uranium and Fusion of Hydrogen.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 56

Location: Labs, Lesson 2

Original Text: PhysicsLAB: Track a Tropical Cyclone
Quick Lab: Locate Places on Earth

Updated Text: PhysicsLAB: Track a Hurricane
Quick Lab: Locate Places on Earth

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 54

Location: Your Study Tools, items 1–3

Original Text: ✓ Review Interactive Visual Literacy: Using Coordinates
✓ Watch additional videos for lesson concepts: GPS
✓ Answer additional Practice Problems online

Updated Text: ✓ Review with Interactive Visual Literacy: Using Coordinates.
✓ Watch additional videos for lesson concepts: Tracking Hurricanes: Scientist Spotlight.
[item 3 deleted]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 625

Location: left column, 2nd item under "EXPLORE"

Original Text: [green checkmark][lab goggles icon]Take-Home Lab: Observing the Weather 60 min

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 273

Location: Figure 11

Original Text: N/A

Updated Text: [added sub-captions]
[under top image] 11A[n space]Arms extended
[under right image] 11B[n space]Arms tucked

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 689

Location: 3rd item on page, last 2 sentences

Original Text: Ask students to describe the motion and give their ideas about why the ball moves up and back down again. Students will learn more about the motion and how to describe it throughout the lesson.

Updated Text: Ask students to describe the motion and give their ideas about why the ball moves back and forth in an arc. Students will learn more about the motion and how to describe it throughout the lesson.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 108

Location: Videos & Interactives, Lesson 2

Original Text: Example Problem Videos: Finding Displacement from a Velocity-Time Graph; Two-Part Motion
Interactive Visual Literacy: Area Under a Curve

Updated Text: Example Problem Videos: Displacement
Interactive Visual Literacy: Area Under a Velocity-Time Graph

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 177

Location: "Page 114 Figure 14 Look Closer"

Original Text: What are the forces that will eventually cause the block to stop moving? Air resistance and friction will eventually cause the block to come to rest.

Updated Text: Identify the forces that will eventually cause the block to stop moving. Air resistance and friction will eventually cause the block to come to rest.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 868

Location: First item on page, "Disussion: Mirages," Sentence 2

Original Text: Point out that the effect is a result of changes in the speed of light that result in this mirage effect.

Updated Text: Point out that the changes in the speed of light cause this mirage effect.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 991

Location: flowchart on right

Original Text: [list of materials in separate ovals]

Updated Text: [all in one oval] materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 308

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Gravitational Force and Centripetal Acceleration | Videos & Interactives | 5 minutes
Students will work through

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 440

Location: Videos & Interactives, Chapter 10

Original Text: Video: Roller Coasters

Updated Text: Video: Roller Coasters
IF/THEN She Can: Erika Anderson

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1168

Location: after last item on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Digital Transmission and Storage of Information | Assignments | 45 min
Students will compile and evaluate a list of questions regarding the advantages of digital transmission of information.

[assignment icon] Applying Practices: Catching Waves | Assignments | 100
Students will create a detailed timeline that communicates technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Videos & Interactives, Chapter 28

Original Text: Video: Fusion

Updated Text: Video: Fusion
IF/THEN She Can: Ciara Sivels

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 722

Location: Figure 16

Original Text: [main caption, last sentence]Secondary potential difference can be greater than the primary (left) or less than the primary (right).
[above left image] Step-Up Transformer
[above right image] Step-Down Transformer

Updated Text: [format figure as other multi-part figures in the book]
[main caption, last sentence]Secondary potential difference can be greater than the primary (16A) or less than the primary (16B).
[below left image]16A[n space]Step-up transformer
[below right image]16B[n space]Step-down transformer

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 5

Location: Science Probe, Sentences 1-2

Original Text: This formative assessment worksheet explores the question: “How do we take measurements and work with data in physics?” Uncover student preconceptions about measurements and data as students consider the answer to the question.

Updated Text: This formative assessment worksheet explores the question: How do we take measurements? Uncover student preconceptions about measurements and precision as students consider the answer to the question.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): Sci-11

Location: Figure 8 (Image needs x- and y-axis titles)

Original Text: N/A

Updated Text: x-axis title will be "News Sources" and y-axis title will be "Percent"

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 582

Location: Assignments, Lesson 3

Original Text: CER: Shaping the Landscape
Applying Practices: Investigate Stream Erosion

Updated Text: CER: Shaping the Landscape
Applying Practices: Investigate Stream Erosion; Modeling Earth's Internal and Surface Processes

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 157

Location: Example Problem 6, art

Original Text: N/A

Updated Text: [added a curved arrow, beginning at the +x axis and going counter-clockwise to the arrow labeled Fg; added label θ]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 667

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 439

Location: Figure 20, graph title

Original Text: Increase in Renewable Energy Generation

Updated Text: Global Increase in Renewable Energy Generation

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 716

Location: last item on page, "Driving Question Connection," 1st sentence

Original Text: To help students connect the lesson content with the driving question, discuss as a class the following ideas:

Updated Text: [PHENOMENON icon] To help students connect the lesson content with the driving question, discuss as a class the following ideas:

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 88

Location: 4th item on page, "Quick Lab" in red box

Original Text: Quick Lab
Graphing Position | 15 minutes
Students will collect and graph time and position data.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 129

Location: "Digital Resource Key" box

Original Text: Digital Resource Key Go online to access and assign digital resources.
Utilize the key below for digital resource type and location online.
Videos Interactives Labs Assignments Assessments

Updated Text: Digital Resource Key Go online to access and assign digital resources.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 214

Location: after last item on the page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: Finding Your Way Home | Videos & Interactives | 10 miutes
Students will work through vector addition problems.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 802

Location: before "ELABORATE" head

Original Text: N/A

Updated Text: [header] EXPLAIN continued
Video: Dual-Pol Doppler Radar | Videos & Interactives | 5 minutes
Have students watch a video about how polarization plays a role in monitoring the weather.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 913

Location: After item 2 on page ("IN-CLASS Example 1")

Original Text: N/A

Updated Text: [new item]
[video icon] Example Problem Video: Wavelength of Light | Videos & Interactives | 10 minutes
Students will work through double-slit interference problems.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1024-1025

Location: Quick Lab box "Series Circuit"

Original Text: [1st item on page 1025]

Updated Text: [last item on page 1024]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 276

Location: left column, after last item under light blue header bar "Relative Motion in Two Dimensions"

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Uniform Circular Motion 10 min
[subsequent item in table will shift]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 385

Location: Flow chart in right column

Original Text: [flow chart currently reflects this parital text of the TEKS]
explain and apply the concepts of equilibrium and inertia as represented by Newton's first law of motion using relevant real-world examples

Updated Text: [flow chart updated to include full TEKS]
explain and apply the concepts of equilibrium and inertia as represented by Newton's first law of motion using relevant real-world examples such as rockets, satellites, and automobile
safety devices.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 463-464

Location: "Reinforcement: Roller Coaster"

Original Text: [last item on page 463]

Updated Text: [first item on page 464]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1103

Location: Flow chart in right column, bottom three ovals

Original Text: N/A

Updated Text: [placement of ovals shifterd to match how this flowchart is formatted in other chapters; no changes to wording]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1233

Location: Digital Resources Key box

Original Text: Digital Resource Key Go online to access and assign digital resources.
Utilize the key below for digital resource type and location online.
Videos Interactives Labs Assignments Assessments

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1316

Location: 1st head and item on page

Original Text: [head] ELABORATE continued
[red lab box] Quick Lab
[green checkmark] Model a Chain Reaction | Labs | 20 minutes
Students model a chain reaction using dominos.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1106

Location: Figure 2

Original Text: [above top image] Direction of Current
[above bottom image] Right-Hand Rule

Updated Text: [figure formatted as other multi-part figures in the book]
[below top image] 2A[n space]Direction of Current
[below bottom image] 2B[n space]Right-hand rule

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1233

Location: rigth column , under "Elaborate," after 1st item

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Communicate Information About Multiple Technologies 45 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1321

Location: right column, between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: The Sun's Energy Formation and Radiation 45 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 648

Location: Paragraph 2, last sentence

Original Text: Thus, charge is a conserved quantity.

Updated Text: (Recall that 1 C = 1 coulomb, which is the unit of electric charge.) Thus, charge is a conserved quantity.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 852

Location: Figure 20 caption

Original Text: When the pressure from radiation and fusion is balanced by gravity, a star is stable.

Updated Text: When the pressure of radiation from fusion is balanced by gravity, a star is stable.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 56

Location: Labs, Lesson 3

Original Text: Quick Lab: Graphing Position

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 66

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Running Animals.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 625

Location: right column, last item under "ELABORATE"

Original Text: Applying Practices: Forecasting Climate Change 45 min

Updated Text: Applying Practices: Forecasting Climate Change; Variation in Albedo 45 min

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 284

Location: Example Problem 1, step 2, 2nd line in gray box

Original Text: = (4.50 N)(0.150 m)(cos θ)

Updated Text: = (4.50 N)(0.150 m)(1)

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 689

Location: 1st item under "Explore" header, title

Original Text: Quick Demo: Identifying Periodic Motion | 5 minutes

Updated Text: [green checkmark] Quick Demo: Identifying Periodic Motion | 5 minutes

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 111

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 177

Location: "Page 115 Figure 15 Look Closer"

Original Text: What are the forces on the skydiver that cause them to be in equilibrium? The upward force of air resistance balances the downward force of gravity, so that the skydiver is in equilibrium and their downward velocity is constant.

Updated Text: Describe the forces on the skydiver that cause them to be in equilibrium. The upward force of air resistance balances the downward force of gravity, so that the skydiver is in equilibrium and their downward velocity is constant.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 868

Location: Last item on page, "Driving Question Connection," Sentence 1

Original Text: Ask students to think about a time when they were in or looked into a pool or pond.

Updated Text: [PHENOMENON icon] Ask students to think about a time when they were in or looked into a pool or pond.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 992

Location: bottom of left column

Original Text: [light blue bar] Electric Circuits
Clarify a Preconception: 5 min
Use an Analogy: Water Tank 5 min
Reinforcement: Batteries 5 min
[light blue bar] Rates of Charge Flow and Energy Transfer
Use an Analogy: Traffic 5 min
Real-World Physics: Hydroelectricity 5 min
IN-CLASS Example 1 5 min

Updated Text: [light blue bar] Electric Circuits
Clarify a Preconception: 5 min
Reinforcement: Batteries 5 min
[light blue bar] Rates of Charge Flow and Energy Transfer
Real-World Physics: Hydroelectricity 5 min
IN-CLASS Example 1 5 min
[empty box] [video icon] Example Problem Video: Electric Power and Energy 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 313

Location: "Page 198"

Original Text: Page 198 Ask Yourself Explain why the small spheres move toward the large spheres in a Cavendish balance. The spheres are attracted to each other by gravitational force, but it takes less force to move the small spheres than the large spheres.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 440

Location: Assignements, Chapter 10

Original Text: STEM Project: Evaluate Household Energy Conservation and Efficiency

Updated Text: STEM Project: Evaluate Household Energy Conservation and Efficiency
STEM at Work: Reducing the Risk

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1174

Location: right column, under "Elaborate," item 2

Original Text: Quick Lab: Using Electromagnetic Waves 15 min

Updated Text: Quick Lab: Fluorescent Fingerprints 15 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Assignments, Chapter 28

Original Text: STEM Project: Compare Environmental and Energy Impact of Using Nuclear Power Plants

Updated Text: STEM Project: Compare Environmental and Energy Impact of Using Nuclear Power Plants
Physics & Technology: Fusion—A Future Energy Source?
STEM Biographies: Reaching into the Unreachable; The Path from Math and Science Camp to Nuclear Physics

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 736

Location: Header (top of page)

Original Text: Study Guide

Updated Text: Chapter Study Guide

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 10

Location: Bottom of left column

Original Text: [light blue bar] What do physicists study?
[green checkmark]Driving Question Connection 5 min
[light blue bar] What approaches do physicists use?
[empty checkbox]Activity: Using Observations 10 min
[light blue bar] Why study physics?
[empty box] Reinforcement: Why take physics? 10 min
[green checkmark][video icon] Video: Why study physics? 5 min

Updated Text: [light blue bar] What do physicists study?
[green checkmark]Driving Question Connection 5 min
[green checkmark][video icon] Video: Introduction to Physics 5 min
[light blue bar] What approaches do physicists use?
[empty checkbox]Activity: Using Observations 10 min
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

[light blue bar] Why study physics?
[empty box] Reinforcement: Why take physics? 10 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 582

Location: Labs, Lesson 4

Original Text: PhysicsLAB: Model Weather and Climate
Take-Home Lab: Observing the Weather

Updated Text: PhysicsLAB: Model Weather and Climate

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 158

Location: Figure 18

Original Text: N/A

Updated Text: [added sub-captions]
[under top image] 18A[n space]Balanced construction in a house's frame
[under right image] 14B[n space]Balanced construction in an arch bridge

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 671

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Modeling Relationships 45 min
[new item]
[empty box][assignment icon] Applying Practices: Environmental Consulting 100 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 444

Location: Your Study Tools, item 1

Original Text: ✓ Review with the Interactive Visual Literacy: Energy Conservation.

Updated Text: ✓ Review with the Interactive Visual Literacy: Energy-Efficient House.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 721

Location: last sentence in left column

Original Text: The lesson also supports coverage of TEKS 8.A .

Updated Text: The lesson also supports coverage of TEKS 8.A as students continue to study how waves propagate energy through various media.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 89

Location: 1st item on page, "IN-CLASS Example 3"

Original Text: IN-CLASS Example 3 | 5 minutes
Use with Example Problem 3.
Question
What is the average velocity of the object whose motion is represented in this graph? What is its average speed?
Answer
v = (50.0 m – 0.0 m) / (0.0 s – 25.0 s) = –2.00 m/s
The average velocity is –2.00 m/s. The average speed is 2.00 m/s.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 129

Location: Left column, under "Velocity with Constant Acceleration," between items 5 and 6

Original Text: N/A

Updated Text: [insert new item] [empty box][video icon] Example Problem Video: Displacement 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 222

Location: right column, between items 2 and 3

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: Unbalanced Friction Forces 10 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 808

Location: left column, 2nd item

Original Text: [empty checkbox][video icon] Video: Measuring the Speed of light 10 min

Updated Text: [green checkmark][lab goggles icon] Quick Lab: The Speed of Light 15 min

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 917

Location: Last item on page, Figure 9

Original Text: N/A

Updated Text: [added sub-captions]
9A[n space]Tiger beetle
9B[n space]Interference

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1025

Location: after 3rd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Equivalent Resistance and Current in a Parallel Circuit | Videos & Interactives | 10 minutes
Students will work through problems involving parallel circuit calculations.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 279

Location: first item on page and Figure 14

Original Text: ["Use an Analogy: Net Motion and Net Wage" is above Figure 14]

Updated Text: ["Use an Analogy: Net Motion and Net Wage" is to the left of Figure 14]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 395

Location: "Page 249 Figure 21 Look Closer," question text

Original Text: Suggest how taller vehicles might be made more stable and so avoid rolling over.

Updated Text: Suggest how taller vehicles might be made more stable and so avoid rolling over.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 464

Location: 1st item under "Topic: Mechanical Energy," Quick Lab title

Original Text: Types of Energy

Updated Text: Energy Exchange

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 808

Location: right column 3rd item

Original Text: [green checkmark][lab goggles icon] Quick Lab: The Speed of Light 15 min

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 918

Location: Under "Summartive Assessment"

Original Text: N/A

Updated Text: Interference

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1026

Location: 2nd item on page

Original Text: [goggles icon][pointing finger icon][lightning bolt icon]

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 279-280

Location: "Clarify a Preconception: Relative Velocity Path Activity"

Original Text: [item at top of p. 280]

Updated Text: [item at bottom of p. 279]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 398

Location: Assignements, Chapter 9

Original Text: STEM Project: Predict Effect of a Car Crash

Updated Text: STEM Project: Predict Effect of a Car Crash
Physics & Technology: Pushing Beyond Our Solar System

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 471

Location: right column, before first item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Inelastic Collision 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1110

Location: Figure 9

Original Text: N/A

Updated Text: [figure formatted like other multi-part figures in the book; subcaptions added]
[below left image]9A[n space]An AC generator
[below top right image]9B[n space]Current v. Time graph
[below bottom right image]9C[n space]Power v. Time graph

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1239

Location: before 1st item on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Communicate Information About Multiple Technologies | Assignments| 45 minutes
Students will create a poster of examples of technologies that transmit information.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1325

Location: between last 2 items on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: The Sun's Energy Formation and Radiation | Assignments | 45 minutes
Students will model energy production in the Sun and the radiation of that energy into space.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 648

Location: Paragraph 4, sentence 1

Original Text: Recall that the unit for electric charge (q) is the coulomb.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 866

Location: Paragraph 1, sentence 1

Original Text: Subatomic particles in certain states can spontaneously decay into other particles. In β decay, a neutron decays into a proton, an electron, and a particle known as an electron anti-neutrino.

Updated Text: Subatomic particles in certain states can spontaneously decay into other particles. In β decay, a neutron decays into a proton, an electron, and a particle known as an electron antineutrino.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 57

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: How are hurricanes tracked?

Updated Text: This formative assessment worksheet explores the question: How is motion represented?

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 73

Location: Figure 2

Original Text: N/A

Updated Text: [format figure like other multi-part figures and add subcaptions]
[under top left image] 2A[n space]At rest
[under top right image] 2B[n space]Constant speed
[under bottom left image] 2C[n space]Speeding up
[under bottom right image] 2D[n space]Slowing down

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 626

Location: last item on page, "Take-Home Lab"

Original Text: Observing the Weather | Labs | 10 minutes/day
Students will record their observations of the weather and compare them to local forecasts.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 295

Location: Figure 15

Original Text: [above left image]Reference Level at Juggler's Hand
[above right image]Reference Level at Highest Point

Updated Text: [figure formatted as other multi-part figures in the book]
[below left image]15A[n space]Reference Level at Juggler's Hand
[above right image]15B[n space]Reference Level at Highest Point

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 689

Location: 3rd item under "Explore" header

Original Text: [in red box with lab goggles icon titled "Quick Lab"]
[green checkmark] Hooke’s Law | Labs | 15 minutes
In this lab, students will measure force on and displacement of a spring and calculate its spring constant.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 113

Location: flowchart in the right column

Original Text: analyze
[arrow]
different types of
[arrow]
motion
[arrow]
generating interpreting
[arrow]
position vs time velocity vs time acceleration vs time
[arrow]
graphs

Updated Text: analyze
[arrow]
different types of motion by
[arrow]
generating

interpreting
[arrow]
position versus time
velocity versus time
acceleration versus time
[arrow]
using
[arrow]
hand graphing
real-time technology

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 180

Location: Left column, under "Weight," between last two items

Original Text: N/A

Updated Text: [blank box][video icon] Example Problem Video: Real and Apparent Weight 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 870

Location: Before 2nd item on page ("Reinforcement: Optical Illusion:)

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Angle of Refraction | Videos & Interactives | 10 minutes
Students will work through refraction problems.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 992

Location: top of right column, first 4 items under "Resistance and Ohm's Law"

Original Text: Use an Analogy: Walking 5 min
Content Background: Resistors 5 min
Develop Concepts: Resistivity 5 min
IN-CLASS Example 2 5 min

Updated Text: Use an Analogy: Walking 5 min
IN-CLASS Example 2 5 min
[empty box] [video icon] Example Problem Video: Current through a Circuit 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 316

Location: Right column, under "Explain continued," 5th item

Original Text: Video: Solar Eclipse 10 min

Updated Text: Video: The Moon's Role in a Solar Eclipse 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 440

Location: Labs, Lesson 2

Original Text: Quick Lab: Types of Energy

Updated Text: Quick Lab: Energy Exchange

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1175

Location: last item on page, "Reinforcement: Doppler Effect"

Original Text: Ask students to summarize what they learned in Chapter 17 about the Doppler effect. The Doppler effect is the change in frequency of a wave caused by the movement of the wave source, the detector, or both. Have students give their ideas about how the Doppler effect applies to electromagnetic waves. Because electromagnetic waves are waves, the Doppler effect applies to them. Explain that they will learn in this lesson how meteorologists use the Doppler effect to measure the velocities of storm systems.

Updated Text: Ask students to summarize what they learned in Chapters 16 and 17 about the Doppler effect. The Doppler effect is the change in frequency of a wave caused by the movement of the wave source, the detector, or both. Review with students how the Doppler effect applies to light. Ask them what this means for how the Doppler effect applies to other electromagnetic waves. Because electromagnetic waves are waves, the Doppler effect applies to them. Explain that they will learn in this lesson how meteorologists use the Doppler effect to measure the velocities of storm systems.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Videos & Interactives, Lesson 3

Original Text: Video: The Discovery of Nuclear Fission; Lasers and Fusion; Fission of Uranium; Fusion of Hydrogen
Interactive Visual Literacy: Nuclear Reactor

Updated Text: Video: The Discovery of Nuclear Fission; Fission of Uranium; Fusion of Hydrogen
Interactive Visual Literacy: Nuclear Reactor

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 741

Location: Figure 2

Original Text: [original location: middle of page]

Updated Text: [updated location: top of page]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 13

Location: After light blue header bar "Topic: What do physicists study?"

Original Text: N/A

Updated Text: [green checkmark][video icon] Video: Introduction to Physics | Videos & Interactives | 5 minutes
This video explores the wide range of topics that physicists study. [blue play button iconn]

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or “banked” for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or “banked” for long periods of time.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 582

Location: Assignments, Lesson 4

Original Text: CER: Weather and Climate
Applying Practices: Forecasting Climate Change

Updated Text: CER: Weather and Climate
Applying Practices: Forecasting Climate Change; Variation in Albedo

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 158

Location: Paragarph 2, sentence 2

Original Text: This can be done through an external buttress or an internal truss, as shown in the figure.

Updated Text: This can be done through an external buttress or an internal truss, as shown in Figure 18A.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 671

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: Take-Home Lab: Monitor Daily Energy Usage 30 min

Updated Text: PhysicsLAB: Monitor Daily Energy Usage 30 min

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ISBN: 9780077006846

Current Page Number(s): 450

Location: Paragraph 1, last sentence

Original Text: The amplitude of the motion is the maximum distance the object, such as the pendulum bob, moves from the equilibrium position. [note: bold "amplitude" is highlighted]

Updated Text: The amplitude of the motion is the maximum distance the object, such as the mass at the end of a pendulum, moves from the equilibrium position. [note: bold "amplitude" is highlighted]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 722

Location: left column, 2nd item

Original Text: Video: Earthquake Detection 10 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 90

Location: 1st item on page, "Visual Literacy: Figure 20," pink answer text

Original Text: The table gives exactly the same information as the graph, but the particle model gives much less information than the other two representations.

Updated Text: The table gives more exact information than the pictures and motion diagram, and the graph gives the position for the entire time interval.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 134

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Displacement | Videos & Interactives | 10 minutes
Students will work through finding the displacement of an accelerating object.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 227

Location: after last item on the page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: Unbalanced Friction Forces | Videos & Interactive | 10 minutes
Students will work through problems involving friction.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 96

Location: Flowchart in right column, after last arrow

Original Text: distance
displacement
speed
velocity
frames of reference
acceleration

Updated Text: distance displacement
speed velocity
frames of reference acceleration

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 134-135

Location: Red lab box for "Acceleration"

Original Text: [last item on p. 134]

Updated Text: [first item on p. 135]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 246

Location: Assignments, Chapter 6

Original Text: STEM Project: Design a Highway Interchange

Updated Text: STEM Project: Design a Highway Interchange
Focus on Texas: Fighting Fire with Forces

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 809

Location: 2nd item under "Engage" header

Original Text: Video: Measuring the Speed of Light | Videos & Interactives |
10 minutes
Have students watch this video on measuring the speed of light.

Updated Text: [in red lab box]
Quick Lab

The Speed of Light | Labs | 15 minutes
Have students investigate the speed of light. Students can optionally complete this lab away from school.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 922

Location: Left column, item 2

Original Text: Activate Prior Knowledge: Diffraction of Light 15 min

Updated Text: Activate Prior Knowledge 15 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1035

Location: flowchart on right

Original Text: [list of materials in separate ovals]

Updated Text: [all in one oval] materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 280

Location: before light blue header bar "Special Relativity"

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Relative Velocity of a Marble | Videos & Interactives | 5 minutes
Students will work through problems involving relative motion.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 401

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 476

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Inelastic Collision | Videos & Interactives | 10 minutes
Students will solve problems involving collisions.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1115

Location: Flow chart in right column, bottom three ovals

Original Text: N/A

Updated Text: [placement of ovals shifterd to match how this flowchart is formatted in other chapters; no changes to wording]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1239

Location: 3rd item on page "Careers: Laser Technician"

Original Text: Have interested students research laser technician careers. Students should investigate what laser technicians do as well as where they work. Students should report their findings to the class. A laser technician may produce, test, operate, and/or repair lasers. A technician might be employed by a hospital, a fiber-optics company, a research lab, a manufacturing plant, the military, the space program, or at construction sites. Some laser technicians are responsible for identification of flaws in machine parts, diagnosis of medical problems, or creation of holograms for applications such as on debit cards. A two- to four-year degree in laser technology is required to become certified as a laser technician.

Updated Text: Have interested students research laser technician careers. Students should report their findings to the class. A laser technician may produce, test, operate, and/or repair lasers. A technician might be employed by a hospital, a fiber-optics company, a research lab, a manufacturing plant, the military, the space program, or at construction sites. A two- to four-year degree in laser technology is required to become certified as a laser technician.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1327

Location: Under "Topic: Stellar Evolution," 2nd to last answer text

Original Text: the supergiants, at the upper right of the diagram

Updated Text: the supergiants, at the top center of the diagram

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 648

Location: Last paragraph, sentence 2

Original Text: Power is the rate at which energy is transferred or transformed.

Updated Text: Recall that power is the rate at which energy is transferred or transformed.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 866

Location: Paragraph 2

Original Text: For example, physicists first discovered electron anti-neutrinos by applying the conservation laws to β decay. They observed that the combined energy of the electron and the proton from that decay was not equal to the energy of the neutron. There had to be another particle with the missing energy! From conservation of momentum and electric charge, physicists deduced this particle must have extremely low or zero mass and zero electric charge. This particle, the electron anti-neutrino, was first observed in 1956. You will learn more about neutrinos and anti-neutrinos in the next lesson.

Updated Text: For example, physicists first discovered electron antineutrinos by applying the conservation laws to β decay. They observed that the combined energy of the electron and the proton from that decay was not equal to the energy of the neutron. There had to be another particle with the missing energy! From conservation of momentum and electric charge, physicists deduced this particle must have extremely low or zero mass and zero electric charge. This particle, the electron antineutrino, was first observed in 1956. You will learn more about neutrinos and antineutrinos in the next lesson.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 61

Location: Flow chart in right column, 3rd oval on left

Original Text: related to

Updated Text: [remove oval and make text blue] related to

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 78

Location: Figure 8, Look Closer

Original Text: Interpret[n space]Why is the line on the acceleration-time graph below the horizontal axis from 10.0 to 18.0 s?

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 632-633

Location: "Quick Research: Ice Cores"

Original Text: [1st item on page 633]

Updated Text: [last item on page 632]

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 297

Location: Figure 17

Original Text: [main caption]Figure 16[n space]The archer-bow-arrow system has maximum elastic potential energy before the string is released, as shown on the left. When the arrow and string disengage, the elastic potential energy is completely transformed into kinetic energy, as shown on the right.

Updated Text: [main caption]Figure 16[n space]Firing an arrow from a bow involves energy transformations.
[subcaptions added]
[under left image]16A[n sapce]The archer-bow-arrow system has maximum elastic potential energy before the string is released.
[under right image]16B[n sapce]When the arrow and string disengage, the elastic potential energy is completely transformed into kinetic energy.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 691

Location: After last item on page

Original Text: N/A

Updated Text: [new item]
[video icon] Example Problem Video: The Spring Constant and the Energy of a Spring | Videos & Interactives | 10 minutes
Students will work through problems involving springs, Hooke's law, and elastic potential energy.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 114

Location: left column, under "Describing Nonuniform Motion," items 1 and 2

Original Text: [empty checkbox] Activate Prior Knowledge 5 min
[empty checkbox] Visual Literacy: Figure 2 5 min

Updated Text: [empty checkbox] Visual Literacy: Figure 3 5 min
[empty checkbox][video icon] Video: Nonuniform Motion Diagrams 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 183

Location: After 3rd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Real and Apparent Weight | Videos & Interactives | 5 minutes
Students will work through problems involving real and apparent weight.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 872

Location: 2nd item on page, "Driving Question Connection," Sentence 1

Original Text: Ask students to examine Figure 7.

Updated Text: [PHENOMENON icon] Ask students to examine Figure 7.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 992

Location: right column, under "Elaborate," items 6 and 6

Original Text: Applying Practices: Touching the Future 45 min
Applying Practices: Modeling 20 min

Updated Text: Applying Practices: Develop and Use Models for Energy 45 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 316

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Planetary Orbits 45 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 440

Location: Videos & Interactives, Lesson 3

Original Text: Video: Collisions
Interactive Visual Literacy: Examples of Conservation of Energy; Solving Conservation of Energy Problems

Updated Text: Video: Collisions
Example Problem Video: Inelastic Collision
Interactive Visual Literacy: Conservation of Energy; Solving Conservation of Energy Problems

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1180

Location: last item on page, "Quick Lab" in red lab box

Original Text: Using Electromagnetic Waves | Labs | 15 minutes
Have students investigate how electromagnetic waves are used.

Updated Text: Fluorescent Fingerprints | Labs | 15 minutes
Have students investigate how ultraviolet light can be used to examine fingerprints

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Labs, Lesson 3

Original Text: Quick Lab: Model a Chain Reaction

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 743

Location: Header between paragraphs 1 and 2

Original Text: Ionizing versus non-ionizing radiation

Updated Text: Non-ionizing versus ionizing radiation

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 14

Location: 2nd item on page, "Video"

Original Text: [green checkmark][video icon] Video: Why study physics? | Videos & Interactives | 5 minutes
This video illustrates several ways in which physics is helpful in careers and in everyday life. [blue play button icon]

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines.

Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu's work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati's work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world's food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu's work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati's work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world's food supply.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 583

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “What features and events are associated with plate tectonics?”

Updated Text: This formative assessment worksheet explores the question: What are some examples of conduction, convection, and radiation in Earth systems?

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 159

Location: STEM Project (bottom left)

Original Text: Complete the STEM Project to apply your understanding of chapter concepts.

Updated Text: Complete the Navigate the Skies STEM Project to apply your understanding of chapter concepts.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 676

Location: Between items 1 and 2 on the page

Original Text: N/A

Updated Text: [assignments icon] Applying Practices:Modeling Relationships: Resource Management, Human Sustainability, and Biodiversity | Assignments | 45 minutes
Students will develop and use a simple computational model that shows the relationships between the management of a selected natural resource to human sustainability or Earth's biodiversity.
[assignments icon] Applying Practices: Environmental Consulting: Finding Solutions | Assignments | 100 minutes
Students will act as an environmental consultant and provide a hypothetical client with the best possible solution for their stated problem.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 455

Location: Paragraph 1, sentence 2

Original Text: Another option is to have a friend give you repeated pushes at just the right times, as in Figure 5.

Updated Text: Another option is to have someone give you repeated pushes at just the right times, as in Figure 5.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 722

Location: right column, last item under "Elaborate"

Original Text: Video: Earthquake Dampers 10 min

Updated Text: Video: Tectonic Collisions and Tsunamis 10 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Updated Text: Ask Yourself[en space]Describe the contribution of one scientist.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 583

Location: right column, PhysicsLAB

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition | Labs | 45 minutes
Students will use models to investigate how weathering, erosion, and deposition can create landforms.

Updated Text: PhysicsLAB: Observing Weathering and Erosion | Labs | 45 minutes
Students will conduct a field investigation to observe weathering and erosion. This lab should be done after Lesson 3.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 159

Location: Simulations (bottom center)

Original Text: Explore the Vector Addition simulation to further understand chapter concepts.

Updated Text: Explore the Vector Addition and Friction PhET simulations to further understand chapter concepts.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 676-677

Location: Red lab boxes for "Monitor Daily Energy Usage" and "Design an Energy-Efficient Building"

Original Text: [last two items on p. 676]

Updated Text: [last two items on p. 677 under new "Explain continued" head]

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 456

Location: Paragraph 1, sentence 5

Original Text: Mechanical waves must pass through a physical medium, such as water, air, or a rope.

Updated Text: Mechanical waves must pass through a physical medium, such as water, air, or a rope. [note: "mechanical waves" is also highlighted]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 723

Location: 2nd item on page, "Video"

Original Text: Video: Earthquake Detection | Videos & Interactives | 10 minutes
This video describes how earthquakes can be detected.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 97

Location: Left column, under "Speed and Velocity"

Original Text: Interactive Visual Literacy: Calculating Slope 5 min
Clarify a Preconception: Instantaneous vs. Average Speed 5 min
Probeware Lab: Measure Velocity 45 min

Updated Text: Interactive Visual Literacy: Calculating Slope 5 min
Clarify a Preconception: Instantaneous vs. Average Speed 5 min
SEP: Analyzing and Interpreting Data 10 min
Reinforcement: Units 5 min
Reinforcement: Representing Motion 10 min
Visual Literacy: Figure 25 5 min
IN-CLASS Example 5 5 min
Apply Your Knowledge 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 140

Location: Before "Essential Question"

Original Text: N/A

Updated Text: LESSON OVERVIEW

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 246

Location: Videos & Interactives, Lesson 3

Original Text: Video: What is relativity all about?
Example Problem Video: Relative Velocity of a Marble
Interactive Visual Literacy: Finding Relative Velocity

Updated Text: Example Problem Video: Relative Velocity of a Marble
Interactive Visual Literacy: Finding Relative Velocity

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 812

Location: 2nd item under "Elaborate"

Original Text: Quick Lab
The Speed of Light | Labs | 15 minutes
Have students investigate the speed of light. Students can optionally complete this lab away from school.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 922

Location: Left column, last 2 items

Original Text: [green checkmark] Driving Question Connection 5 min
[empty checkbox][video icon] Video: Diffraction Gratings 5 min

Updated Text: [empty checkbox][video icon] Example Problem Video: Using a DVD as a Diffraction Grating 10 min
[green checkmark] Driving Question Connection 5 min
[empty checkbox][video icon] Video: Diffraction 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1036

Location: left column, item 2

Original Text: [empty checkbox][video icon] Video: Circuit Safety 5 min

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 286

Location: Assignments, Chapter 7

Original Text: STEM Project: Model a Planetary System

Updated Text: STEM Project: Model a Planetary System

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 404

Location: left column, 2nd item

Original Text: [empty checkbox]Video: Airbags 5 min

Updated Text: [empty checkbox][video icon]Video: Airbags 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 484

Location: Assignments, Chapter 11

Original Text: STEM Project: Design Temperature Protection for Medicine

Updated Text: STEM Project: Design Temperature Protection for Medicine
Physics & Technology: Under Pressure

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1116

Location: Right column, between items 4 and 5

Original Text: N/A

Updated Text: [empty box] [video icon] Example Problem Video: Step-Up Transformers 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1244

Location: Assignments, Chapter 27

Original Text: STEM Project: Describe the Use of Solid-State Electronics in Your
Daily Life

Updated Text: STEM Project: Describe the Use of Solid-State Electronics in Your
Daily Life
Physics & Technology: The Tiniest Transistors

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1328

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 650

Location: Figure 4

Original Text: N/A

Updated Text: [format figure like other multi-part figures in the book; add subcaptions]
[under left image]4A[n space]Pictorial representation
[under right image]4B[n space]Schematic representation

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 866

Location: Ask Yourself question (middle of page)

Original Text: Explain how physicists were able to infer the existence of electron anti-neutrinos by studying how neutrons decay.

Updated Text: Explain how physicists were able to infer the existence of electron antineutrinos by studying how neutrons decay.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 61

Location: Flow chart in right column, after 2nd oval on right

Original Text: N/A

Updated Text: [add a down arrow]

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 83

Location: Your Study Tools, items 1–2

Original Text: ✓ Review with the Interactive Visual Literacy: Finding Acceleration Vectors
✓ Watch additional videos for lesson concepts: Nonuniform Motion Diagrams

Updated Text: ✓ Review with Interactive Visual Literacy: Nonuniform Motion Diagrams and Finding an Acceleration Vector.
✓ Watch additional videos for lesson concepts: Nonuniform Motion Diagrams and Finding an Acceleration Vector.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 633

Location: above "EVALUATE" head

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Variations in Albedo | Assignments | 45 minutes
Students will examine the effects of changes in Earth's albedo.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 307

Location: First paragraph under "Inelastic collisions," after the last sentence

Original Text: N/A

Updated Text: Case 3 shows a partially inelastic collision.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 691

Location: After last item on page

Original Text: N/A

Updated Text: [new item]
[video icon] Example Problem Video: Finding g Using a Pendulum | Videos & Interactives | 10 minutes
Students will work through problems involving simple pendulums and their periods.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 114

Location: right column, under "Calculating Acceleration," all items

Original Text: [green checkmark] IN-CLASS Example 2 5 min
[green checkmark] Critical Thinking: Average Acceleration 5 min

Updated Text: [empty checkbox][video icon] Example Problem Video: Average Acceleration 10 min
[green checkmark] IN-CLASS Example 2 5 min
[empty checkbox][video icon] Example Problem Video: Velocity and Acceleration 10 min
[green checkmark] Critical Thinking 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 190

Location: Left column, under "Interaction Pairs," after item 3

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Earth's Acceleration 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 878

Location: Between last 2 items in left column

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: An Image Formed by a Convex Lens 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 998

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Electric Power and Energy | Videos & Interactives | 10 minutes
Students will work through problems involving electrical energy.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 322

Location: 3rd item on page

Original Text: [video icon] Video: Solar Eclipse | Videos & Interactives | 10 minutes
The video shows how student scientists helped gather data during
the 2019 solar eclipse.

Updated Text: [video icon] Video: The Moon's Role in a Solar Eclipse | Videos & Interactives | 10 minutes
The video explores solar eclipses.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 440

Location: Labs, Lesson 3

Original Text: Quick Lab: Inelastic Collisions
PhysicsLABs: Conservation of Energy; Is energy conserved?
PhET Simulation: Energy Skate Park

Updated Text: Quick Labs: Interrupted Pendulum; Inelastic Collisions
PhysicsLABs: Conservation of Energy; Is energy conserved?
PhET Simulation: Energy Skate Park

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1183

Location: "Page 752 Figure 15 Look Closer"

Original Text: Describe how water molecules are affected as a microwave passes through the water in food.

Updated Text: Describe how water molecules a in food re affected as a microwave passes through the water.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Assignments, Lesson 4

Original Text: CER: Nucleosynthesis
Applying Practices: Element Production in Stars

Updated Text: CER: Nucleosynthesis
Applying Practices: The Sun's Energy Formation and Radiation; Element Production in Stars

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 744

Location: Your Study Tools, item 3

Original Text: ✓ Answer additional Practice Problems online.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 19

Location: Right column, between items 2 and 3

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Scientific Notation 10 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself[en space]Identify[en space]What are science-related challenges faced by marginalized populations?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 585

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 159

Location: LearnSmart (bottom right)

Original Text: See how much you know and attempt to answer the question first before checking the resources for:
✓ TEKS Assignment 5.B
✓ TEKS Assignment 5.E
✓ TEKS Assignment 5.F

Updated Text: See how much you know and attempt to answer the questions first before checking the resources for:
✓ TEKS 5.B Assignment
✓ TEKS 5.E Assignment
✓ TEKS 5.F Assignment

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 682

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 458

Location: Paragraph 4, last 2 sentences

Original Text: A crest and a trough, for example, are 180° out of phase with each other. Two particles in a wave medium can be anywhere from 0° to 360° out of phase with each other.

Updated Text: A crest and a trough, for example, are 180° out of phase. Two particles in a wave medium can be anywhere between 0° and 360° out of phase with each other.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 726

Location: 1st item on page, "Driving Question Connection," 1st sentence

Original Text: If students struggle to connect the content in this lesson and the Driving Question, have them first review the question:

Updated Text: [PHENOMENON icon] If students struggle to connect the content in this lesson and the driving question, have them first review the question:

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 97

Location: bottom left and top right columns, under "Equation of Motion at Constant Velocity"

Original Text: SEP Analyzing and Interpreting Data 10 min
Reinforcement: Units 5 min
Reinforcement: Representing Motion 10 min

Visual Literacy: Figure 23 5 min
Driving Question Connection 5 min
ELPS Support 10 min
IN-CLASS Example 6 5 min
PhysicsLAB: Constant Speed 45 min

Updated Text: Driving Question Connection 5 min
ELPS Support 10 min
IN-CLASS Example 6 5 min
Example Problem Video: Position 5 min
PhysicsLAB: Constant Speed 50 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 141

Location: flowchart in the right column

Original Text: analyze
[arrow]
different types of
[arrow]
motion
[arrow]
generating interpreting
[arrow]
position vs time velocity vs time acceleration vs time
[arrow]
graphs

Updated Text: analyze
[arrow]
different types of motion by
[arrow]
generating
interpreting
[arrow]
position versus time
velocity versus time
acceleration versus time
[arrow]
using
[arrow]
hand graphing
real-time technology

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 247

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “Can an object be accelerating if it travels at a constant speed?”

Updated Text: This formative assessment worksheet explores the question: How can you describe an object in circular motion?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 818

Location: Assignments, Chapter 18

Original Text: STEM Project: Explain Fundamentals of Space Telescopes

Updated Text: STEM Project: Explain Fundamentals of Space Telescopes
Focus on Texas: Mega Mirror for Magellan

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 922

Location: Right column, item 1

Original Text: [empty checkbox][lab goggles icon] Quick Lab: Retinal Projection Screen 15 min

Updated Text: [empty checkbox][lab goggles icon] Quick Lab: Diffraction Rainbow 25 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1037

Location: 2nd item on page, "Video: Circuit Safety"

Original Text: [video icon] Video: Circuit Safety | Videos & Interactives | 5 minutes
This video illustrates some of the methods used to make circuits safer.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 1

Original Text: Video: Kepler’s 2nd Law
Interactive Visual Literacy: The History of Astronomy; Modeling Orbits

Updated Text: Video: Kepler’s Second Law
Interactive Visual Literacy: The History of Astronomy

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 404

Location: left column, between last two items

Original Text: N/A

Updated Text: empty box][video icon] Example Problem Video: Average Force 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 487

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1123

Location: Before last item on page ("Apply Your Knowledge: Transformers")

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Step-Up Transformers | Videos & Interactives | 10 minutes
Students will work through problems related to transformers.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1244

Location: Assignments, Lesson 2

Original Text: CER: Electronic Components
Practice Problems: A Diode in a Simple Circuit
Physics Challenge: Diode Characteristics

Updated Text: CER: Electronic Components
Practice Problems: A Diode in a Simple Circuit
Physics Challenge: Diode Characteristics
Applying Practices: Touching the Future

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1332

Location: Assignments, Chapter 29

Original Text: STEM Project: Engineering Applications of Antimatter

Updated Text: STEM Project: Engineering Applications of Antimatter
Focus on Texas: Searching in the Dark
STEM Biographies: A Guiding Light

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 657

Location: paragraph 1, last sentence

Original Text: Some of the electrical energy is transformed into thermal energy.

Updated Text: Up to 90 percent of the electrical energy is transformed into thermal energy by an incandescent lightbulb.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 917

Location: Resitance force, defintion

Original Text: The force exerted by a machine.

Updated Text: The force that a machine exerts on an output.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 62

Location: Left column, first item under "Coordinate Systems"

Original Text: [empty checkbox][interactives icon] Interactive Visual Literacy: Coordinate Systems 5 min

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 97

Location: STEM Project (bottom left)

Original Text: Complete the STEM Project to apply your understanding of chapter concepts.

Updated Text: Complete the Evaluate Accelerated Motion STEM Project to apply your understanding of chapter concepts.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 634

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 336

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: Ask Yourself (center of page)

Original Text: Ask Yourself Explain why an internal combustion engine is a heat engine.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 697

Location: Revisit the Essential Question

Original Text: What are some types of repetitive motion?
The back-and-forth motion of a pendulum, the motion of a spring that has been stretched, and the motion of a child on a playground swing are all examples of repetitive motion.
Relevance: Why should students care?
Describe some examples of repetitive motion that are common in everyday situations. In each case, is the motion an example of simple harmonic motion? Why or why not?

Updated Text: What are some types of repetitive motion?
The back-and-forth motion of a pendulum, the motion of a spring that has been stretched or compressed, and the motion of a child on a playground swing are all examples of repetitive motion.
Relevance: Why should students care?
Describe some examples of repetitive motion that are common in everyday situations. Ask studentes: Is the motion an example of simple harmonic motion? Why or why not?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 115

Location: 2nd item on page, after existing text

Original Text: N/A

Updated Text: Phrases such as speed up and slow down describe motion with specific changes in the velocity vector. If an object speeds up, consecutive velocity vectors in its motion diagram increase in length. If an object slows down, consecutive velocity vectors decrease in length.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 190

Location: Left column, under "Tension," after item 3

Original Text: N/A

Updated Text: [Insert item]
[empty box][video icon] Example Problem Video: Lifting a Bucket 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 882

Location: Above red box titled "PhysicsLAB"
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Original Text: N/A

Updated Text: [video icon] Example Problem Video: An Image Formed by a Convex Lens | Videos & Interactives | 10 minutes
Students will work through problems involving images and convex lenses.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1000

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Current through a Resistor | Videos & Interactives | 10 minutes
Students will work through problems involving Ohm's law.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 323

Location: Between items 1 and 2

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Planetary Orbits | Assignments | 45 min
Students will apply their knowledge of Kepler's Laws and Newton's Law of Universal Gravitation to predict planetary orbits.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 441

Location: page header

Original Text: Chapter Support

Updated Text: Chapter Planning and Support

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1186

Location: Assignements, Chapter 26

Original Text: STEM Project: Determine How Engineers Protect People from Skin Cancer

Updated Text: STEM Project: Determine How Engineers Protect People from Skin Cancer
Physics & Society: Using Lasers to Detect Tooth Decay
STEM Biographies: The Seventh Generation

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Last sentence on page, below table

Original Text: *Teacher lab support and student lab documents are available online.

Updated Text: Teacher lab support is available online. Student lab documents and assignments are available online in flexible formats (including editable Microsoft Word, Google Docs, and online submission).

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 746

Location: Ask Yourself question (middle of page)

Original Text: Explain how a pendulum is like a coil-and-capacitor oscillator.

Updated Text: Explain how a coil-and-capacitor oscillator is like a pendulum.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 24

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Scientific Notation | Videos & Interactives | 10 minutes
Students will work through scientific notation problems.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1186

Location: Assignements, Lesson 1

Original Text: CER: A Particle Model for Light
Practice Problems: Electron Kinetic Energy; Work Function and
Energy

Updated Text: CER: A Particle Model for Light
Practice Problems: Electron Kinetic Energy; Work Function and
Energy
Applying Practices: Is light a wave or a particle?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1277

Location: Science Probe (left column), Sentence 1

Original Text: This formative assessment worksheet explores the question: What's in an atomic nucleus?

Updated Text: This formative assessment worksheet explores the question: What are nuclear reactions?

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 746

Location: Figure 7

Original Text: [above left image]Maximum Current
[above right image]Minimum Current

Updated Text: [format figure like other multi-part figrues in the book]
[below left image]7A[n space]Maximum Current
[below right image]7B[n space]Minimum Current

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 32

Location: Above light blue header bar "Rounding Numbers"

Original Text: N/A

Updated Text: [empty box] [video icon] Example Problem Video: Significant Figures 10 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 2

Location: Digital Spotlight

Original Text: Check out a video about building construction.

Updated Text: Check out a video about physics in the world around you.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 596

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 171

Location: Your Study Tools, first 2 items

Original Text: ✓ Review with Interactive Visual Literacy: Motion in Two Dimensions.
✓ Watch additional video for lesson concepts: Projectile Motion.

Updated Text: ✓ Review with Interactive Visual Literacy: Motion in Two Dimensions and Separate Motion Diagrams.
✓ Watch additional video for lesson concepts: Soccer Kick.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 682

Location: Assignments, Chapter 15

Original Text: STEM Project: Develop an Informational Article on Regional Seismic Activity

Updated Text: STEM Project: Develop an Informational Article on Regional Seismic Activity
Physics & Technology: Harnessing the Motion of the Ocean

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 459

Location: Figure 10, subcaptions

Original Text: [under top image]10A
[under bottom image]10B

Updated Text: [under top image]10A[n sapce]Wavelength can be visualized when distance is on the x-axis.
[under bottom image]10B[n space]Period can be visualized by placing time on the x-axis.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 726

Location: 1st item under "Topic: Types of Seismic Waves," "Quick Demo: Wave Movement"

Original Text: [goggles icon]

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 97

Location: right column, under "Elaborate"

Original Text: CER: How Fast? 10 min
Real-World Physics: World Record Runners 5 min
Content Background: Speed of Light5 min
STEM Connection: It's All Relative: Einstein and Education 15 min
Critical Thinking: Position-Time Graph 5 min
SEP Planning and Carrying Out Investigations 15 min

Updated Text: CER: How Fast? 10 min
Real-World Physics: World Record Runners 5 min
Content Background: Speed of Light5 min
Critical Thinking: Position-Time Graph 5 min

SEP Planning and Carrying Out Investigations 15 min
Probeware Lab: Measure Velocity 50 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 152

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 249

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 818

Location: Videos & Interactives, Lesson 1

Original Text: Video: Using Plane Mirrors
Example Problem Video: Changing the Angle of Incidence
Interactive Visual Literacy: Law of Reflection; Ray Diagrams for Plane Mirrors

Updated Text: Video: Reflection of Light
Example Problem Video: Changing the Angle of Incidence
Interactive Visual Literacy: Law of Reflection; Ray Diagrams for Plane Mirrors

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 926

Location: after 3rd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Using a DVD as a Diffraction Grating | Videos & Interactives | 5 minutes
Students will work through problems involving diffraction gratings.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1037

Location: 3rd item on page, "Activate Prior Knowledge," last sentence

Original Text: Students might suggest inserting some type of device that would draw very little current but would melt to stop the current in the event of an overload.

Updated Text: Students might suggest inserting some type of device that would melt or break to stop the current in the event of an overload.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 2

Original Text: Videos: Spacewalk; Cavendish's Experiment
Example Problem Video: Gravitational Force and Centripetal Acceleration
Interactive Visual Literacy: Gravity, Mass, and Distance

Updated Text: Videos: Spacewalk; Cavendish Balance
Example Problem Video: Gravitational Force and Centripetal Acceleration
Interactive Visual Literacy: Mass, Distance, and Gravity

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 408

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Average Force | Videos & Interactives | 10 min
Students will work through problems involving the impulse-momentum theorem.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 496

Location: Last item on page, "Extension: Calibrate a Thermometer"

Original Text: [icon showing an apron]

Updated Text: [icon showing an apron][icon showing goggles]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1124

Location: First item on page, "Driving Question Connection," first sentence

Original Text: After reading about transformers, discuss as a class the following two specific ideas.

Updated Text: [PHENOMENON icon] After reading about transformers, discuss as a class the following two specific ideas.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1245

Location: Science Probe, sentence 1

Original Text: This digital formative assessment worksheet explores the question: How do electrons behave in solids?

Updated Text: This digital formative assessment worksheet explores the question: How do metals, nonmetals, and metalloids differ in terms of conduction?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1332

Location: Videos & Interactives, Chapter 29

Original Text: Video: Exploring the Universe with Swift

Updated Text: Video: Exploring the Universe with Swift
IF/THEN She Can: Erika Hamden

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 660

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Using Electricity.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes
This formative assessment worksheet explores the question: “How do scientists do their work?” Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes
This digital assignment introduces students to the first scientist, Thales of Miletus

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 62

Location: Right column, between last two items under "Vectors and Scalars"

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Vector Addition and Subtractions 10 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 97

Location: LearnSmart (bottom center)

Original Text: ✓ TEKS 5.B assignment

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 638

Location: Assignments, Chapter 14

Original Text: STEM Project: Evaluate Efficiencies of Energy Transfer

Updated Text: STEM Project: Evaluate Efficiencies of Energy Transfer
Focus on Texas: Powering Texas

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 357

Location: Figure 12

Original Text: N/A

Updated Text: [Figure formatted as other multi-part figure in the book]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 699

Location: Lesson Vocabulary Support, content vocabulary list, between first two terms

Original Text: N/A

Updated Text: • mechanical wave

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," item 1

Original Text: Activate Prior Knowledge | 5 minutes REINFORCE
Phrases such as speed up and slow down describe motion with specific changes in the velocity vector. If an object speeds

up, consecutive velocity vectors in its motion diagram increase in length. If an object slows down, consecutive velocity vectors decrease in length.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 194

Location: after 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Earth's Acceleration | Videos & Interactives | 5 minutes Students will work through problems involving interaction pairs.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 888

Location: Page header

Original Text: Lesson 3 Applications of Lenses

Updated Text: Lesson 3 Applications of Lenses [icon for TEKS 8.D] [icon for TEKS 8.G]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1001

Location: 2nd item on page, "Use an Analogy," 1st sentence

Original Text: Use the analogy of current to flowing water to help explain series and parallel connections.

Updated Text: Use the analogy of current to flowing water to help students understand what ammeters and voltmeters measure.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 327

Location: "Page 209 Ask Yourself"

Original Text: Describe the position and orientation of Earth’s axis on the longest
day of the year in the northern hemisphere.

Updated Text: Describe the position and orientation of Earth in its orbit on the longest
day of the year in the northern hemisphere.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 441

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: What forms does energy take, and what changes can it undergo?

Updated Text: This formative assessment worksheet explores the question: What is energy?

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 330

Location: Left column, under "Einstein's Theory of Gravity," all items

Original Text: [empty checkbox] Content Background: Curved Space 10 min
[green checkbox][interactive icon] Interactive Visual Literacy: Gravity Bends Light 5 min

Updated Text: [empty checkbox][video icon] Video: Einstein's Theory of Gravity 5 min
[empty checkbox] Content Background: Curved Space 10 min
[green checkbox][interactive icon] Interactive Visual Literacy: Einstein's Theory of Gravity 5 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 446

Location: left column, under "Work," between items 4 and 5

Original Text: N/A

Updated Text: [empty checkbox][video] Example Problem Video: Work 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1186

Location: Assignements, Lesson 4

Original Text: CER: Applications of Atomic Theory
Applying Practices: Quantum Computing

Updated Text: CER: Applications of Atomic Theory
Applying Practices: Investigate Quantum Computing

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1282

Location: right column, under "Elaborate," items 4 and 5

Original Text: [empty box] Apply Your Knowledge: Binding Energy 5 min
[green checkmark][lab goggles icon] Quick Lab: A Nuclear Model 15 min

Updated Text: [green checkmark][lab goggles icon] Quick Lab: A Nuclear Model 15 min
[empty box] Apply Your Knowledge: Binding Energy 5 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 750

Location: Paragraph 2, 2nd to last sentence

Original Text: Figure 11 on the previous page shows a simple tuner next to the receiving antenna.

Updated Text: The capacitor and coil connected to the receiving antenna in Figure 11 acts as a simple tuner.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 35

Location: After last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Scientific Notation | Videos & Interactives | 10 minutes
Students will work through scientific notation problems.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 4

Location: Figure 1 caption

Original Text: N/A

Updated Text: [added sub-captions]
[under left image] 1A[n space]Astrophysics
[under right image]1B[n space]Particle Physics

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 600

Location: right column, item 2

Original Text: Quick Lab: Model Volcanoes 15 min

Updated Text: Quick Lab: Model Magma Movement 15 min

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 176

Location: Ask Yourself (center of page)

Original Text: State the two factors that affect the force needed to keep you moving on a merry-go-round.

Updated Text: State two factors that affect the force needed to keep you moving on a merry-go-round.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 682

Location: Labs, Lesson 1

Original Text: Quick Lab: Hooke’s Law
PhysicsLAB: Pendulum Vibrations
PhET Simulations: Hooke's Law; Masses and Springs; Pendulum Lab

Updated Text: PhysicsLAB: Pendulum Vibrations
PhET Simulations: Hooke's Law; Masses and Springs; Pendulum Lab

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 462

Location: Paragraph 1, sentences 3 through last

Original Text: Examine what happens when a wave travels from one medium to another. Figure 12 shows a wave pulse traveling from a larger spring into a smaller one. The pulse that strikes the boundary is called the incident wave. One pulse from the larger spring continues in the smaller spring, but the speed is different in the smaller spring. Note that this transmitted wave pulse remains upward. Some of the energy of the incident wave’s pulse is reflected backward into the larger spring. This returning wave is called the reflected wave. Whether the reflected wave is upright or inverted depends on the characteristics of the two springs. For example, if the waves in the smaller spring have a greater speed because the spring is stiffer, then the reflected wave will be inverted. [note "incident wave" and "reflected wave" are highlighted yellow]

Updated Text: Examine what happens when a wave travels from one medium to another. Figure 12 shows a wave pulse traveling from one spring to another. The pulse that strikes the boundary is called the incident wave. One pulse from the left spring continues in the right spring. If the springs are identical, the pulse speed will be the same in both springs. If the springs have different properties, the speeds will be different. Note that this transmitted wave pulse remains upward. Some of the energy of the incident wave’s pulse is reflected backward into the left spring. This returning wave is called the reflected wave. Whether the reflected wave is upright or inverted depends on the characteristics of the two springs. For example, if the right spring is stiffer than the left, then the reflected wave will be inverted. [note "incident wave" and "reflected wave" are highlighted yellow]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 729

Location: 2nd itemon page, "Video"

Original Text: Video: Earthquake Dampers | Videos & Interactives | 10 minutes
This video describes how tall buildings in earthquake-prone areas are built with dampers to prevent the building from oscillating too much during an earthquake.

Updated Text: Video: Tectonic Collisions and Tsunamis | Videos & Interactives | 10 minutes
This video explores the relationship between the collision of tectonic plates and tsunamis.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 99

Location: 2nd light blue header bar

Original Text: Topic: Equation of Motion at Constant Velocity

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 152

Location: Videos & Interactives, Chapter 4

Original Text: Video: Rocket Launch

Updated Text: Video: Rocket Launch
IF/THEN She Can: Dana Bolles

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 251

Location: flow chart on right, last oval

Original Text: [oval] using equations

Updated Text: using
[down arrow]
[oval] equations

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 818

Location: Videos & Interactives, Lesson 2

Original Text: Video: Drawing a Ray Diagram
Interactive Visual Literacy: Ray Diagrams for Curved Mirrors

Updated Text: Video: Ray Diagrams for Curved Mirrors
Interactive Visual Literacy: Ray Diagrams for Curved Mirrors

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 927

Location: 1st item on page, "Quick Lab," title

Original Text: Retinal Projection Screen

Updated Text: Diffraction Rainbow

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1048

Location: right column, "About the Photo," sentence 2

Original Text: Whereas constant electromagnets were once used to remove magnetic metals, such as iron and nickel, now devices exist that can use small permanent magnets with strong magnetic fields to remove these metals, as shown in the opening photograph.

Updated Text: Whereas constant electromagnets were once used to remove magnetic metals, such as iron and nickel, now devices exist that can use small permanent magnets with strong magnetic fields to remove these metals.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 3

Original Text: Video: Solar Eclipse
Interactive Visual Literacy: Seasons; Lunar Motion; Tides

Updated Text: Video: The Moon's Role in a Solar Eclipse
Interactive Visual Literacy: Seasons; Lunar Motion; Tides

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 414

Location: left column, under "Momentum in a Closed, Isolated System," bewteen items 7 and 8

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Videos: Speed 10 min

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 504

Location: First item on page

Original Text: [icon showing an apron][icon showing pointing finger]

Updated Text: [icon showing an apron][icon showing goggles][icon showing hand washing]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1124

Location: 5th item on page, "Critical Thinking: Motors," promt text

Original Text: A motor depends on the electromagnetic force on a current-carrying wire in a magnetic field. While in principle, Ampère’s law can be used to calculate that magnetic field, in practice the law is seldom used. Have students describe how Faraday’s law is useful in describing why, when a motor is rotating slowly, it draws more current than it does when it rotates rapidly.

Updated Text: A motor depends on the electromagnetic force on a current-carrying wire in a magnetic field. Faraday's law states that induced EMF is equal to the rate of change of the magnetic flux. Have students use to explain why, when a motor is rotating slowly, it draws more current than it does when it rotates rapidly.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1259

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 1333

Location: Science Probe (left column), Sentences 1-2

Original Text: This formative assessment worksheet explores the question: “What do experiments in particle physics reveal about the universe?” Uncover student preconceptions about particle physics and the large-scale structure of the universe.

Updated Text: This formative assessment worksheet explores the question: What do you know about the four fundamental forces? Uncover student preconceptions about particle physics, fundamental forces, and the large-scale structure of the universe.

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9780077006846

Current Page Number(s): 670

Location: Figure 22

Original Text: [above images] The Loop Rule

Updated Text: [format figure like other multi-part figrues in the book]
[below left image]24A[n space]Elevation on a Hill
[below right image]24B[n space]Potential Difference in a Circuit

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes
This digital review provides end of chapter practice prior to testing.
Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Updated Text: [text deleted]

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 67

Location: 4th item on page, "Assessibility Tip," last two sentences

Original Text: Set this up as a challenge by mixing together sets of straws that add in one dimension and others that add at right angles (lengths in a ratio 3:4:5 or 5:12:13). This activity will help all students get a feel for vector addition and can easily be adapted to vector subtraction.

Updated Text: Set this up as a challenge by mixing together sets of straws that add in one dimension. This activity will help all students get a feel for vector addition and can easily be adapted to vector subtraction.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 102

Location: Paragraph 3, sentence 4

Original Text: In other words, you increase the magnitude of the applied force. The direction in which you exert the force also matters—if you push the resting book to the right, the book will start moving to the right.

Updated Text: In other words, you increase the magnitude of the applied force. The direction in which you exert the force also matters. For example, if you push the resting book to the right, the book will start moving to the right.

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 638

Location: Assignments, Lesson 1

Original Text: CER: Energy Resources

Updated Text: CER: Energy Resources
Applying Practices: Engage in Scientific Argumentation: Nuclear Energy

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 361

Location: Your Study Tools, item 3

Original Text: ✓ Answer additional Practice Problems online.

Updated Text: N/A

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 700

Location: flow chart on right

Original Text: [top oval]compare the characteristics of
[down arrow]
[next oval]transverse waves
[next oval]longitudinal waves
[down arrow]
including

[down arrow]
[next oval]electromagnetic waves
[bottom oval]sound waves

Updated Text: [top oval]compare
[down arrow]
the characteristics of
[down arrow]
[left oval]transverse waves [right oval]longitudinal waves
[down arrow]
including
[down arrow]
[left oval]electromagnetic waves [right oval]sound waves

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," items 2 and 3 and Figure label

Original Text: Figure 2

Updated Text: Figure 3

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 194

Location: last item on page, "Real-World Physics: Karate"

Original Text: Karate, meaning “empty hand,” was developed in Okinawa, Japan, during the early 17th century as a means of self-defense because weapons were outlawed by rulers. It can take years of practice to learn the skills of karate, but with careful training even “empty hands” can break concrete blocks. A trained expert can break a concrete block 3.8-cm thick by moving his or her hand at 11 m/s to create 3069 N of force. Of course, the block exerts the same amount of force on the hand. The bones in the human hand can withstand up to 40 times more force than concrete.
Have students research the forces that the bones in the hand can endure, and how the angle at which the hand strikes the concrete block in karate determines the ability of the expert to break the block, whereas an error in the angle of attack could cause serious injury to the martial artist.

Updated Text: Karate, meaning “empty hand,” was developed in Okinawa, Japan, during the early 17th century as a means of self-defense because weapons were outlawed by rulers. A trained expert can break a concrete block 3.8-cm thick by moving their hand at 11 m/s to create 3069 N of force. The block exerts the same amount of force on the hand. The bones in the human hand can withstand up to 40 times more force than concrete. Have students research the forces that the bones in the hand can endure, and how the angle at which the hand strikes the concrete block in karate determines the ability of the expert to break the block, whereas an error in the angle of attack could cause serious injury to the martial artist.

Component: ***McGraw Hill Texas Physics Teacher Edition***

ISBN: 9781265775384

Current Page Number(s): 890

Location: Page header

Original Text: Lesson 3 Blueprint

Updated Text: Lesson 3 Blueprint [icon for TEKS 8.D] [icon for TEKS 8.G]

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1002

Location: last item on page

Original Text: [assignment icon] Applying Practices: Touching the Future | Assignments | 45 minutes
Students research and evaluate the engineering design of capacitive touchscreens and propose their own design solutions.

Updated Text: N/A

Publisher: Savvas Learning

Physics

Program: *Texas Experience Physics (Print with digital): TEKS*

Component: *Physics Student Handbook*

ISBN: 9781418358860

Link to Current Content:
View Current Content

Current Page Number(s): x

Location: Texas Featured Digital Assets

Link to Updated Content:

View Updated Content

Original Text: Original does not include listing for the Introduction to Science and Engineering

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Link to Current Content:
View Current Content

Current Page Number(s): T6-T11

Location: SEP listings in Table of Contents; and above Table of Contents

Link to Updated Content:

View Updated Content

Original Text: Original text does not include these

Updated Text: Add SEPs to TOC;
INTRODUCTION TO SCIENCE AND ENGINEERING

In the digital course on Savvas Realize

Experience 1 Science and Society SEP 1H, 4B, 4C

Experience 2 Scientific Inquiry and Measurement SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A

Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C

Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: (1) final paragraph of text

(2) caption

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western science, or simply science.

(2) Note that these two ways have some common traits, which are shown in the center of the diagram.

(3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science.

(2) Note that these two ways have some common traits, which are shown in the bottom section.

(3) Science

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: (1) flow chart

(2) image caption

Link to Updated Content:

View Updated Content

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to

the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.]

(2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws] Scientific Theory Explains why or how a broad class of related phenomena occur Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory)

Scientific Law Describes what happens under certain conditions, often using math Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion)

[middle shared section] - Can start as hypotheses that explain or describe - Backed by evidence - Can be used to make predictions - Can be revised

(2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Link to Current Content:
View Current Content

Current Page Number(s): T30, T32, T34-T43

Location: SEP listings in TEKS; Introduction to Science and Engineering sentence above key

Link to Updated Content:

View Updated Content

Original Text: Original text does not include these

Updated Text: Add SEP Connections to TEKS;
Added line above Key that says:
The Introduction to Science and Engineering can be found on Savvas Realize.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 4

Location: (1) visual's subtitle

(2) callout connected to year 500 BCE

(3) callout connected to year 600 CE

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science?

(2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus.

(3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science?

(2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus.

(3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Link to Current Content:
View Current Content

Current Page Number(s): 4, 32, 56, 82, 108, 134, 160, 184, 210, 236

Location: Above Other TEKS covered in the Investigation

Link to Updated Content:

View Updated Content

Original Text: Original text does not include these

Updated Text: These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: visual

Link to Updated Content:

View Updated Content

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, Science, and Math. The nonoverlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The nonoverlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The nonoverlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added]

[title] Science
Biologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaelogogist

[title] Technology
Biomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support

specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer

[title] Engineering
Aerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer

[title] Math
Accountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician

[Center] Most STEM careers use two or more STEM disciplines.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: (1) top left text of visual

(2) center text of visual

(3) bottom left text of visual

(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the type of bulb.

(3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant.

(4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the light color

(3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature.

(4) [images of red and blue LED bulbs]

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 11-12

Location: p. 11, first paragraph

p. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precison. However, the accepted value of pure water's boiling point at standard pressure is 100.0°C.

[p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at sea level is 100.0°C.

[p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: (1) caption for graphs

(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information.

(2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data.

(2) [line graph (left) bar graph (right)]

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: (1) graph caption

(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of the Effect of Fans

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 2-3

Location: p.2, caption for atomic model

p. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Publisher: Summit K12 Holdings

Physics

Program: *Dynamic Physics: TEKS*

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: ***Dynamic Physics***

ISBN: 9781433407079

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Physics

Program: *STEAM into Physics - High School Edition: TEKS*

Component: ***Teacher Textbook - Physics***

ISBN: 9781788058766

Link to Current Content:
View Current Content

Current Page Number(s): Page 4

Location: add vocabulary word

Original Text: N/A

Updated Text: Sensemaking - Exploring and figuring out how things work in the natural and or designed world

Component: ***Student Textbook - Physics***

ISBN: 9781788059527

Link to Current Content:
View Current Content

Current Page Number(s): Page 1

Location: add vocabulary word

Original Text: N/A

Updated Text: Sensemaking - Exploring and figuring out how things work in the natural and or designed world

Publisher: Ramsey Education (Dave Ramsey/Lampo)

Personal Financial Literacy and Economics

Program: *Foundations in Personal Finance High School 4th Edition: TEKS*

Component: ***Foundations in Personal Finance High School 4th Edition Print/Digital***

ISBN: 9781936948574

Link to Current Content:
View Current Content

Current Page Number(s): PDF Pg. 3, 5-7

Location: Activity. Chapter 6, Lesson 3. " Resources for Entrepreneurs"

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Pg. 3- Body copy

Pg 5-7

Suggested answers in question numbers 4, 7, 10

Link to Updated Content:

View Updated Content

Original Text: **Pg. 3- Body copy**

The government wants to help small businesses and start-ups thrive because they're a big part of the economy. Small businesses provide millions of jobs and add billions of dollars to the gross domestic product of the U.S.. Because of this, the government might give you money in the form of grants. A grant is a financial gift that's awarded to someone (an individual or a business) that doesn't need to be paid back. Grants can sometimes be hard to find and usually have specific application requirements. But if you have a grant awarded to you, it's free money that you can use to fund your business. Federal, state, and local governments all provide business grants.

Pg 5-7

4. Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.

7. Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.

10. Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.

Updated Text: **Pg. 3- Body copy**

The government wants small businesses and start-ups to thrive because they're a big part of the economy. Small businesses provide millions of jobs and add billions of dollars to the gross domestic product of the U.S.. Because of this, the government might give you money in the form of grants. A grant is a financial gift that's awarded to someone (an individual or a business) that doesn't need to be paid back. Grants can sometimes be hard to find and usually have specific application requirements. But if you have a grant awarded to you, it's money that you can use to fund your business. Federal, state, and local governments all provide business grants.

Pg 5-7

4. Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resources.

7. Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resources.

10. Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resource.

Publisher: The Curriculum Center for Family and Consumer Sciences

Personal Financial Literacy and Economics

Program: *Personal Financial Literacy and Economics : ELPS*

Component: *Personal Financial Literacy and Economics*

ISBN: 9781953248329

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Location: **Rejected Citations/Content**

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

Original Text: **Rejected Citations/Content**

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

Updated Text: **NEW Citations/ContentHyperLinks for New Content**

T9_U1_Wealth Protectionhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82576_1?courseId=_559_1&view=content

T4_U1_Sources of Incomehttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82377_1?courseId=_559_1&view=content

T5_U1_Savings and Investinghttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82428_1?courseId=_559_1&view=content

T1_U1_Financial Literacy IIhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_80983_1?courseId=_559_1&view=content

T5_U1_Savings Ihttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82429_1?courseId=_559_1&view=content

T5_U1_Emergency Fundhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82431_1?courseId=_559_1&view=content

T7_U2_Needs and Wantshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82509_1?courseId=_559_1&view=content

T8_U1_Investment Definitionhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82523_1?courseId=_559_1&view=content

T1_U1_Financial Planning Ihttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_80987_1?courseId=_559_1&view=content

T2_U1_Decision Makinghttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_81001_1?courseId=_559_1&view=content

T2_U2_Scarcity, Choice, and Opportunity Costhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90408_1?courseId=_559_1&view=content

T2_U3_Needs and Wants IIhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82299_1?courseId=_559_1&view=content

T5_U1_Financial Institutionshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82432_1?courseId=_559_1&view=content

T6_U1_Debt Vocabularyhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82445_1?courseId=_559_1&view=content

T9_U2_Keeping Important Papers Safehttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82594_1?courseId=_559_1&view=content

T2_U3_Priorities IVhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82307_1?courseId=_559_1&view=content

T2_U2_Circular Flow Modelhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90412_1?courseId=_559_1&view=content

T8_U1_Investment Definitionhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82523_1?courseId=_559_1&view=content

T4_U1_Evaluating Entrepreneurshiphttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90462_1?courseId=_559_1&view=content

T4_U3_Types of Fraudhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82416_1?courseId=_559_1&view=content

T3_U1_Inflation IIhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82338_1?courseId=_559_1&view=content

T3_U2_Statement of Net Worth Ihttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82340_1?courseId=_559_1&view=content

T3_U3_Tax Vocabularyhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82362_1?courseId=_559_1&view=content

T3_U3_Types of Economic Systemshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90416_1?courseId=_559_1&view=content

T4_U3_Idenitity Theft II

T9_U2_Estate Planning IIhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82598_1?courseId=_559_1&view=content

T9_U1_Health Insurance IIhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82586_1?courseId=_559_1&view=content

T9_U1_Principles of Insurancehttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82578_1?courseId=_559_1&view=content

T7_U2_Housing Choiceshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82511_1?courseId=_559_1&view=content

T6_U1_Fair Credit Reporting Act (FCRA)https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82453_1?courseId=_559_1&view=content

T3_U2_Statement of Net Worth Ihttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82340_1?courseId=_559_1&view=content

T2_U3_Lifecycle-Goals IIhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82323_1?courseId=_559_1&view=content

T3_U3_Taxing Authorityhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82361_1?courseId=_559_1&view=content

T3_U3_Tax Vocabularyhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82362_1?courseId=_559_1&view=content

T3_U3_Purpose of Taxeshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82365_1?courseId=_559_1&view=content

T3_U3_Taxeshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82367_1?courseId=_559_1&view=content

T4_U2_Shopping I https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82389_1?courseId=_559_1&view=content

T4_U2_Spending Advicehttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82398_1?courseId=_559_1&view=content

T4_U3_Consumer Lawshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82412_1?courseId=_559_1&view=content

T4_U3_Letter of Redresshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82414_1?courseId=_559_1&view=content

T4_U3_Types of Fraudhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82416_1?courseId=_559_1&view=content

T4_U3_Consumer Lawshttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82412_1?courseId=_559_1&view=content

T5_U1_Savings Ihttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82429_1?courseId=_559_1&view=content

T5_U1_Federal Deposit Insurance Corporation (FDIC)https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82435_1?courseId=_559_1&view=content

T6_U1_Credit Score IIIhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82456_1?courseId=_559_1&view=content

T6_U4_Bankruptcy Ihttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82494_1?courseId=_559_1&view=content

T6_U3_Payday Loan III

T6_U3_Car Loan Ammortizationhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82477_1?courseId=_559_1&view=content

Publisher: Savvas Learning

Anatomy and Physiology

Program: *Anatomy, Physiology, and Disease for Texas (Print with digital): TEKS*

Component: *Anatomy, Physiology, & Disease for Texas Student Edition*

ISBN: 9780138045296

Current Page Number(s): 572

Location: Pronunciation Guide

Original Text: anhidrosis (an high DROH sis)
bacilli (bah SILL eye)
chlamydia trachomatis (klah MID ee ah tray KOH mah tiss)
forensic science (for IN sick)
geriatric (JAIR ee AT rick)
herpes simplex virus 2 (HER peez)
human papilloma virus (pap ih LOW ma)
incontinence (in KAH tih nens)
neisseria gonorrhea (nye SEE ree ah gon oh REE ah)
spina bifida (SPY nah BIFF ih dah)
thallium (THAL ee um)
treponema pallidum (TREP oh NEE mah PAL ih dum)

Updated Text: accuracy (A kyr uh see)
aesthtic (ahs THEH tick)
empirical (ehm PEE ruh kl)
median (MEE dee uhn)
precision (pruh SI zhn)
qualitative (KWAA luh tay tuhv)
quantitative (KWAAN tuh tay tiv)

Component: *Anatomy, Physiology, & Disease for Texas Teacher's Edition*

ISBN: 9780138045340

Current Page Number(s): 572

Location: Pronunciation Guide of inset student page

Original Text: anhidrosis (an high DROH sis)
bacilli (bah SILL eye)
chlamydia trachomatis (klah MID ee ah tray KOH mah tiss)
forensic science (for IN sick)
geriatric (JAIR ee AT rick)
herpes simplex virus 2 (HER peez)
human papilloma virus (pap ih LOW ma)
incontinence (in KAH tih nens)
neisseria gonorrhea (nye SEE ree ah gon oh REE ah)
spina bifida (SPY nah BIFF ih dah)
thallium (THAL ee um)
treponema pallidum (TREP oh NEE mah PAL ih dum)
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Updated Text: accuracy (A kyr uh see)
aesthtic (ahs THEH tick)
empirical (ehm PEE ruh kl)
median (MEE dee uhn)
precision (pruh SI zhn)
qualitative (KWAA luh tay tuhv)
quantitative (KWAAN tuh tay tiv)

Publisher: B.E. Publishing, Inc.

Anatomy and Physiology

Program: *Understanding Anatomy & Physiology (Texas Edition): ELPS*

Component: *Understanding Anatomy & Physiology - Textbook*

ISBN: 9781719648714

Link to Current Content:
View Current Content

Current Page Number(s): Page 29 of Text, Page 49 of PDF reader

Location: Page 29 of text, Page 49 of PDF reader. Talking points section. Last sentence of the first paragraph.

Link to Updated Content:

View Updated Content

Original Text: Verbal techniques include speaking slowly in a moderate tone, confirming the patient's thoughts or feelings, summarizing what you heard the patient say, and choosing clear and simple terms and avoiding medical jargon.

Updated Text: Verbal techniques include speaking slowly in a moderate tone, confirming the patient's thoughts or feelings, summarizing what you heard the patient say, choosing clear and simple terms, avoiding medical jargon, and keeping it concise.

Component: *Understanding Anatomy & Physiology - Textbook*

ISBN: 9781719648714

Link to Current Content:
View Current Content

Current Page Number(s): Page 29 of Text, Page 49 of PDF reader

Location: Page 29 of text, Page 49 of PDF reader. Talking points section. Third bullet.

Link to Updated Content:

View Updated Content

Original Text: What communication techniques would ensure that you express yourself clearly?

Updated Text: What communication techniques would ensure that you express yourself in a clear and concise manner?

Publisher: eDynamic Holdings LP

Computer Science I

Program: *Introduction to Programming 1a/1b: TEKS*

Component: *Introduction to Programming 1a/1b*

ISBN: 9781737161660

Link to Current Content:
View Current Content

Location: Programming 1a, Unit 7, Activity

Original Text: Code it!
Part 1
Using PythonAnywhere, write a program that meets the following criteria:

Use an appropriate data structure to read in at least 10 integers from the user.
Perform a variety of mathematical operations on the numbers, and print the results of the following:
All the prime numbers
The greatest common divisor between the first and second number
Square of the 3rd number
Square root of the 8th number
The absolute value of the 10th number
Ask the user to input a decimal, round it to 2 decimal places, and then overwrite the 4th number in the list.
Change the 6th number to be the result of the following expression:
The 5th number times the 3rd number divided by the 1st number (use integer division), all added to the 7th number.

Updated Text: Code it!

Part 1

Using PythonAnywhere, write a program that meets the following criteria:

1. Use an appropriate data structure to read in at least 10 integers from the user.

2. Perform a variety of mathematical operations on the numbers, and print the

results of the following:

All the prime numbers

The difference between the first and last number

The greatest common divisor between the first and second number

Square of the 3rd number

Square root of the 8th number

The absolute value of the 10th number

Ask the user to input a decimal, round it to 2 decimal places, and then overwrite

the 4th number in the list.

Change the 6th number to be the result of the following expression:

The 5th number times the 3rd number divided by the 1st number (use integer division),

all added to the 7th number.

Component: ***Introduction to Programming 1a/1b***

ISBN: 9781737161660

Link to Current Content:
View Current Content

Location: Programming 1a, Unit 4, Critical Thinking Question 1

Original Text: Imagine you're troubleshooting a computer with various hardware issues. Based on what you've learned in the unit, identify the component type (Primary Memory, Secondary Memory, CPU, Motherboard, or Peripherals.) that would most likely be the cause of each of the following issues.

You've received a message that you can't download a file due to insufficient storage.
Nothing occurs on the screen when moving or clicking the mouse.
The processing performance of the machine has severely decreased and seems to be reporting high temperatures.
A program has crashed, and error codes reference a memory error or leak.
Answers will vary in description, but should mention the following:

This error has to do with storage, so secondary memory is the culprit.
This could be a peripheral issue with the mouse or the bus it's attached to.
Since memory is referenced, we can assume that the error is related to primary memory or the software itself.

Updated Text: 1. Imagine you're troubleshooting a computer with various hardware issues. Based on

what you've learned in the unit, identify the component type (Primary Memory,

Secondary Memory, CPU, Motherboard, or Peripherals.) that would most likely be the

cause of each of the following issues. Then, describe how that component, if working correctly, should function normally.

A. You've received a message that you can't download a file due to insufficient

storage.

B. Nothing occurs on the screen when moving or clicking the mouse.

C. A program has crashed, and error codes reference a memory error or leak.

D. Your computer is making irregular beeping noises and shutting down.

Answers will vary in description, but should mention the following:

This error has to do with storage, so secondary memory is the culprit. Secondary memory is non-volatile and should store data long term.

This is most likely a peripheral issue with the mouse. Peripherals should connect to the CPU through the bus and provide input or output.

Since memory is referenced, we can assume that the error is related to primary memory. Primary memory (RAM) should hold instructions from the software that is currently in use.

This is an issue with the CPU. The central processing unit should interact with RAM to perform the fetch-decode-execute cycle.

Component: ***Introduction to Programming 1a/1b***

ISBN: 9781737161660

Link to Current Content:
View Current Content

Location: Programming 1b, Unit 5, Lab

Publisher: Savvas Learning

Forensic Science

Program: *Forensic Science for Texas (Print with digital): TEKS*

Component: ***Forensic Science for Texas Teacher Edition***

ISBN: 9780138046224

Current Page Number(s): 590

Location: First Principle Box of Inset Student Page

Original Text: First Principle: Fingerprint Is an Individual
Characteristic; No Two Fingers Have Yet
Been Found to Possess Identical Ridge
Chacteristics

Updated Text: First Principle: Fingerprint Is an Individual
Characteristic; No Two Fingers Have Yet
Been Found to Possess Identical Ridge
Characteristics

Component: ***Forensic Science for Texas Student Edition***

ISBN: 9780138046200

Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

Current Page Number(s): 590

Location: First Principle Box

Original Text: First Principle: Fingerprint Is an Individual Characteristic; No Two Fingers Have Yet Been Found to Possess Identical Ridge Chacteristics

Updated Text: First Principle: Fingerprint Is an Individual Characteristic; No Two Fingers Have Yet Been Found to Possess Identical Ridge Characteristics

Publisher: eDynamic Holdings LP

Foundations of Cybersecurity

Program: *Network Security Fundamentals 1a/1b: TEKS*

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1b Unit 7, Activity 2

Original Text: Step 2: What Is Terrorism?
Separate from the video, research several definitions of physical terrorism. Choose THREE definitions that have distinct differences or important parts to them. Then, copy each definition into a word processing file and provide a full citation for the source of each definition using any official style format (e.g., APA or MLA).
Based on your personal evaluation of those definitions, complete the following steps:

Synthesize the material from those definitions for yourself, and use it to write a fourth definition.
• Next, research and explain the difference between physical terrorism as you've defined it and cyberterrorism.
Then, research and explain the difference between terrorism and counterterrorism.
Create refined definitions for cyberterrorism and counterterrorism. You may find it useful to look up similar terms like "hacktivist" or "state-sponsored terrorism" when creating these two new definitions.
Using your definitions, explain what makes something an act of terrorism as opposed to an act of rebellion, civil disobedience, liberation, fighting for freedom, military action, etc. In other words, explain the difference between a "terrorist" and a "freedom fighter," "patriot," or similar person (even a "counterterrorist"), or specify why your definition is unable to make that distinction.
Then, consider your own personal definition of terrorism and consider the implication in Greenwald's video that, for many people, only terrorists need to worry about privacy. Explain whether that is true for the definition of terrorism you've landed on for yourself.

As a reminder, you may conduct independent research when composing your responses to these prompts. If you quote any source at length, be sure to provide an attribution; however, you do NOT need to write a full APA- or MLA-style citation for a quotation as the critical element is your personal reflection.

Step 3: What to Submit
Your submission for this activity should be a word processing file containing the following content:

Answers to the seven questions directly related to the video
Three definitions of physical terrorism with complete citations
Your personal definitions of physical terrorism, cyberterrorism, and counterterrorism
An evaluation of the difference between a terrorist and a rebel or freedom fighter
An evaluation of whether it's true that only terrorists need to worry about privacy

Updated Text: Step 2: What Is Terrorism?
Separate from the video, research several definitions of physical terrorism. Choose THREE definitions that have distinct differences or important parts to them. Then, copy each definition into a word processing file and provide a full citation for the source of each definition using any official style format (e.g., APA or MLA).
Based on your personal evaluation of those definitions, complete the following steps:

- Synthesize the material from those definitions for yourself, and use it to write a fourth definition.
- Next, research and explain the difference between physical terrorism as you've defined it and cyberterrorism.
- Then, research and explain the difference between terrorism and counterterrorism.
- Create refined definitions for cyberterrorism and counterterrorism. You may find it useful to look up similar terms like "hacktivist" or "state-sponsored terrorism" when creating these two new definitions.

Using your definitions, explain what makes something an act of terrorism as opposed to an act of rebellion, civil disobedience, liberation, fighting for freedom, military action, etc. In other words, explain the difference between a "terrorist" and a "freedom fighter," "patriot," or similar person (even a "counterterrorist"), or specify why your definition is unable to make that distinction.
Then, consider your own personal definition of terrorism and consider the implication in Greenwald's video that, for many people, only terrorists need to worry about privacy. Explain whether that is true for the definition of terrorism you've landed on for yourself.
As a reminder, you may conduct independent research when composing your responses to these prompts. If you quote any source at length, be sure to provide an attribution; however, you do NOT need to write a full APA- or MLA-style citation for a quotation as the critical element is your personal reflection.
Step 3: Complete Your Own Research
The videos introduced several issues that affect both domestic and international interests. Find three national laws and two international laws that impact the world of cybersecurity. Investigate these laws and provide a brief explanation of the laws themselves and what they aim to accomplish. Next, perform an analysis of their effectiveness. Do you believe these laws effectively meet the needs of society and deter possible criminal behavior? Rationalize your reasoning.
Step 4: What to Submit
Your submission for this activity should be a word processing file containing the following content:

- Answers to the seven questions directly related to the video
- Three definitions of physical terrorism with complete citations
- Your personal definitions of physical terrorism, cyberterrorism, and counterterrorism
- An evaluation of the difference between a terrorist and a rebel or freedom fighter
- An evaluation of whether it's true that only terrorists need to worry about privacy
- An investigation and analysis of three national laws and two international laws that impact cybersecurity.

Submit your completed activity via the dropbox.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1b, Unit 7, Critical Thinking Question 5

Original Text: During the COVID-19 pandemic, small counties or cities with low populations sometimes did not provide full demographic and health summaries for local breakouts of the disease—for example, when there were relatively few cases that all came from a single bar or restaurant. Considering PII and PHI, why might these counties have refused to publicize this information?

Answers will vary.

Students should recognize that releasing information like age, gender, and location would essentially allow individuals who contracted the disease to be specifically identified, violating their privacy.

Updated Text: 5. During the COVID-19 pandemic, small counties or cities with low populations sometimes did not provide full demographic and health summaries for local breakouts of the disease—for example, when there were relatively few cases that all came from a single bar or restaurant. Define personally identifiable information (PII) and protected health information (PHI). Considering PII and PHI, why might these counties have refused to publicize this information? Evaluate the risks and benefits of sharing PII in this scenario and in general.
Answers will vary.
o Students should recognize that releasing information like age, gender, and location would essentially allow individuals who contracted the disease to be specifically identified, violating their privacy.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1b, Unit 7, Critical Thinking Question 1

Original Text: Why do social media sites like Facebook and Twitter represent areas of concern for cybersecurity experts? What are the ways these sites are used by nefarious agents, and why are these sites difficult to control?

Answers will vary.

Generally, social media sites of all kinds and Facebook in particular are being targeted more and more by cybercriminals and by international propagandists. This is especially true when it comes to political news.
Furthermore, it's easy to spread misinformation on these types of sites. It has been difficult for companies to control this because they have to balance security against profitability while being perceived as politically unbiased.
The sites are used to spread misinformation, and the servers are hacked to gain user information (sometimes to help spread that misinformation).
Previous units covered specific attacks on sites that could be used (e.g., injection attacks). Students may also mention these.

Updated Text: Why do social media sites like Facebook and Twitter represent areas of concern for cybersecurity experts, considering the legal ramifications involved? What are the ways these sites are used by nefarious agents to commit cybercrimes, and why are these sites difficult to control from a legal standpoint? How do cybersecurity laws and regulations come into play when addressing the security and privacy issues associated with social media platforms?

Answers will vary.

Generally, social media sites of all kinds and Facebook in particular are being targeted more and more by cybercriminals and by international propagandists. This is especially true when it comes to political news.

Furthermore, it's easy to spread misinformation on these types of sites. It has been difficult for companies to control this because they have to balance security against profitability while being perceived as politically unbiased.

The sites are used to spread misinformation, and the servers are hacked to gain user information (sometimes to help spread that misinformation).

Previous units covered specific attacks on sites that could be used (e.g., injection attacks). Students may also mention these.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1b, Unit 8, Lesson 3

Original Text: "How Do I Prepare?
While we did not cover an exhaustive list of options for careers in cybersecurity, you can get a sense of just how many possibilities there are from the list presented in the previous lesson. All of the roles described rely on the foundational and fundamental technical knowledge that we have discussed in this course. From that foundation, there are many places that you can go! So, how do you build that knowledge? Do you have to go to a four-year college to become a cybersecurity professional? As you are now aware, some career paths do call for four-year degrees while others require industry certifications and job experience. Regardless of which cybersecurity role you choose, you must be a lifelong learner and keep up with developments in a constantly changing industry.

If there are topics and that have captured your attention, you can begin your training while you're still in high school. Investigate whether your school offers career and technical education (CTE) that provides the academic and technical skills required to succeed in cybersecurity. Also, consider which functional area of cybersecurity you might be interested in and seek out courses or certifications that align with that area. CTE programs give you foundational knowledge in networking, programming languages, database management, and operating systems.
If your school does not offer CTE courses or opportunities, do some research online to find institutions that do. Evolving topics like these may not be available at all schools, so you may need to take the initiative by seeking out the content and working hard to study and apply what you learn. You will discover that much of cybersecurity education relies on you being a self-motivated learner. This same motivation will be necessary as you seek to specialize in a functional area within cybersecurity and learn about the unique services each of these areas provides.
Educational Options
Check your local community college programs. Many two-year institutions offer affordable courses in network security, programming, and data/information sciences. You might find courses focusing on different functional areas of cybersecurity, such as Incident Response or Security Architecture, allowing you to further refine your career path. Courses may also include the option to take certification exams like CompTIA Network+. Community colleges are fantastic places to obtain two-year associate's degrees in subjects you find interesting. Then, if you wish, you can continue to a university to complete a four-year bachelor's degree in a subject area you already know you enjoy. Many high schools also offer dual enrollment that allows you to take college classes that count for both high school and college credit. Set up a meeting with your counselor to see what options are available to you.
If you are considering college as your next step to learning more about cybersecurity, some of the majors you should research are listed below. During your research, you will likely discover that schools use slightly different names to identify majors, depending on how the programs are structured, but they are still related to cybersecurity.
Industry certifications are other options that you can investigate on your own. CompTIA has a large selection of certifications that provide the foundational knowledge needed to obtain an internship. Check out the following certifications.
Each functional area of cybersecurity provides unique services. For instance, in Incident Response, services might include disaster recovery planning or incident mitigation. In Risk Management, services could include vulnerability assessments or the creation of security policies. Each of these certifications builds on the knowledge of the previous one. Many of the

career paths described earlier require these certifications. For example, you would be unlikely to succeed at PenTest+ certification without having previously studied the concepts covered in both Network+ and Security+. This is because a pen tester needs robust knowledge of the OSI model in order to be successful, and Network+ helps build the fundamental networking knowledge needed to continue developing your level of expertise. The same would be true if you were interviewing for a network administration position. Network+ certification would verify that you understand TCP ports and protocols.

"

Updated Text: How Do I Prepare?
While we did not cover an exhaustive list of options for careers in cybersecurity, you can get a sense of just how many possibilities there are from the list presented in the previous lesson. All of the roles described rely on the foundational and fundamental technical knowledge that we have discussed in this course. From that foundation, there are many places that you can go! So, how do you build that knowledge? Do you have to go to a four-year college to become a cybersecurity professional? As you are now aware, some career paths do call for four-year degrees while others require industry certifications and job experience. Regardless of which cybersecurity role you choose, you must be a lifelong learner and keep up with developments in a constantly changing industry.

If there are topics and that have captured your attention, you can begin your training while you're still in high school. Investigate whether your school offers career and technical education (CTE) that provides the academic and technical skills required to succeed in cybersecurity. Also, consider which functional area of cybersecurity you might be interested in and seek out courses or certifications that align with that area. CTE programs give you foundational knowledge in networking, programming languages, database management, and operating systems.
If your school does not offer CTE courses or opportunities, do some research online to find institutions that do. Evolving topics like these may not be available at all schools, so you may need to take the initiative by seeking out the content and working hard to study and apply what you learn. You will discover that much of cybersecurity education relies on you being a self-motivated learner. This same motivation will be necessary as you seek to specialize in a functional area within cybersecurity and learn about the unique services each of these areas provides.
Educational Options
Check your local community college programs. Many two-year institutions offer affordable courses in network security, programming, and data/information sciences. You might find courses focusing on different functional areas of cybersecurity, such as Incident Response or Security Architecture, allowing you to further refine your career path. Courses may also include the option to take certification exams like CompTIA Network+. Community colleges are fantastic places to obtain two-year associate's degrees in subjects you find interesting. Then, if you wish, you can continue to a university to complete a four-year bachelor's degree in a subject area you already know you enjoy. Many high schools also offer dual enrollment that allows you to take college classes that count for both high school and college credit. Set up a meeting with your counselor to see what options are available to you.
If you are considering college as your next step to learning more about cybersecurity, some of the majors you should research are listed below. During your research, you will likely discover that schools use slightly different names to identify majors, depending on how the programs are structured, but they are still related to cybersecurity.
Industry certifications are other options that you can investigate on your own. CompTIA has a large selection of certifications that provide the foundational knowledge needed to obtain an internship. Check out the following certifications.
Each functional area of cybersecurity provides unique services. For instance, in Incident Response, services might include disaster recovery planning or incident mitigation. In Risk Management, services could include vulnerability assessments or the creation of security policies. Each of these certifications builds on the knowledge of the previous one. Many of the career paths described earlier require these certifications. For example, you would be unlikely to succeed at PenTest+ certification without having previously studied the concepts covered in both Network+ and Security+. This is because a pen tester needs robust knowledge of the OSI model in order to be successful, and Network+ helps build the fundamental networking knowledge needed to continue developing your level of expertise. The same would be true if you were interviewing for a network administration position. Network+ certification would verify that you understand

TCP ports and protocols.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1a, Unit 7, Activity 1

Original Text: Malware in the Real World
For this activity, you will research different real-world malware attacks and create a chart that shows how each attack was performed and how much damage each attack caused.

If you've previously completed an activity in which you've researched real-world attacks—for example, a slideshow looking at different categories of cybersecurity breaches like man-in-the-middle attacks—you may include those same attacks in this exercise.

Research real-world incidents involving the following types of malware:

Worms
Trojans
Viruses
Backdoors
Spyware or a keyloggers
Botnets
Create a chart with a row for each of the six categories listed above. Next, create nine columns that contain the following information:

A one-sentence definition of the malware category
The name of the attack, if it has one
The year of the attack
The target of the attack
How the malware entered the system, if known
Who introduced the malware or is suspected of having introduced it, if known
The motivation behind the attack (or best guess for the motivation)
How much damage the malware is estimated to have caused (If no dollar amount is given, then a short description of the damage caused is acceptable.)
A link to a single article or webpage that provides a good overview of the attack
Make sure that your chart is formatted in a way that makes it easy to read and possible to compare characteristics of different types of malware. If any items are missing, write "N/A" in that cell.

Provide your submission in an Excel spreadsheet, Google Sheets file, or a document with a table in it that contains all the required information.

Updated Text: Malware in the Real World
For this activity, you will research different real-world malware attacks, define different types of malware, and create a chart that shows how each attack was performed and how much damage each attack caused.
If you've previously completed an activity in which you've researched real-world attacks—for example, a slideshow looking at different categories of cybersecurity breaches like man-in-the-middle attacks—you may include those same

attacks in this exercise.
Research real-world incidents involving the following types of malware:

- Worms
- Trojans
- Viruses
- Backdoors
- Spyware or a keyloggers
- Botnets
- Ransomware

Create a chart with a row for each of the six categories listed above. Next, create nine columns that contain the following information:

- A one-sentence definition of the malware category
- The name of the attack if it has one
- The year of the attack
- The target of the attack
- How the malware entered the system if known
- Who introduced the malware or is suspected of having introduced it if known
- The motivation behind the attack (or best guess for the motivation)
- How much damage the malware is estimated to have caused (If no dollar amount is given, then a short description of the damage caused is acceptable.)
- A link to a single article or web page that provides a good overview of the attack

Make sure that your chart is formatted in a way that makes it easy to read and possible to compare characteristics of different types of malware. If an item is missing, write "N/A" in that cell.
Provide your submission in an Excel spreadsheet, Google Sheets file, or a document with a table in it that contains all the required information.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1a, Unit 7, Critical Thinking Question 1

Original Text: How has our current cybersecurity landscape been shaped by the proliferation of malware, and how might it affect our future?

Answers will vary. The threat of malware pretty much requires any computer that goes online to have some form of antivirus software on it; this is also true for systems we might never have thought of as sensitive before. Our very infrastructure relies on advanced computing today and could be attacked at any time. In terms of day-to-day computer use, malware has made most people hesitant to open links or even emails at times. In the future, we'll have to continue aggressively researching potential threats to stay ahead of cybercriminals.

Updated Text: 1. How has our current cybersecurity landscape been shaped by the proliferation of malware, and how might it affect our future? Be sure to discuss the impact of malware in your response.

Answers will vary. The threat of malware pretty much requires any computer that goes online to have some form of antivirus software on it; this is also true for systems we might never have thought of as sensitive before. Our very infrastructure relies on advanced computing today and could be attacked at any time. In terms of day-to-day computer use, malware has made most people hesitant to open links or even emails at times. Malware can slow down a computer's performance and has led to ransomware attacks on individuals, businesses, and public institutions. In the future, we'll have to continue aggressively researching potential threats to stay ahead of cybercriminals.
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*updated since previous report

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1a, Unit 1, Lesson 2

Original Text: Threats, Vulnerabilities, and Exploits
The electronic systems that we use today are all accompanied by some form of risk. Not only could a device fail at a most inopportune time, but it could also leak information about us, or an adversary may find a way to break into our network. What are these risks? How can we mitigate or minimize our exposure to them?

Let's take a look at some risks our networks face each day. First, let's talk about threats. A threat to our networks refers to anything that has the potential to harm our systems. System vulnerabilities represent significant threats to modern-day networks. Two of the most common risks of this type are malware and social engineering attacks. Malware includes threats such as Trojan horses, viruses, and computer worms that can become installed on your computer. Social engineering attacks attempt to trick you into providing personal information such as usernames and passwords. You will learn more about these risks, and others, later in the course.

A vulnerability is something in a system or network that is easily attacked. The most common vulnerability is an unpatched operating system (Windows, Linux, Android, Apple, etc.) that allows an attacker to attack and access a network easily. We call this an exploit, or taking advantage of the vulnerability. As you research the topic of network security, you will read about countless attacks that were caused by the exploitation of vulnerabilities.

For example, imagine you are hired to manage a network for an organization. On your first day, you notice all client computers are running Windows XP as their operating system. You know that Microsoft ended support for Windows XP on April 8, 2014, recommending that everyone upgrade their systems immediately. You also know that the CVE (Common Vulnerabilities and Exposures) database lists 741 known security exploits for Windows XP. This organization is at extreme risk of a vulnerable Windows XP system being attacked and exploited.

Updated Text: Threats, Vulnerabilities, and Exploits
The electronic systems that we use today are all accompanied by some form of risk. Not only could a device fail at a most inopportune time, but it could also leak information about us, or an adversary may find a way to break into our network. What are these risks? How can we mitigate or minimize our exposure to them?
Let's take a look at some risks our networks face each day. First, let's talk about threats. A threat to our networks refers to anything that has the potential to harm our systems. System vulnerabilities represent significant threats to modern-day networks. Two of the most common risks of this type are malware and social engineering attacks. Malware includes threats such as Trojan horses, viruses, and computer worms that can become installed on your computer. Social engineering attacks attempt to trick you into providing personal information such as usernames and passwords. You will learn more about these risks, and others, later in the course.
To better understand these risks, we can use industry-accepted metrics like the Common Vulnerability Scoring System (CVSS). CVSS provides an open framework for communicating the characteristics and impacts of IT vulnerabilities. For example, malware such as a Trojan horse might have a high CVSS score due to its ability to control the host computer, while a social engineering attack might have a lower score, but its impact could be severe depending on the sensitivity of the information revealed. By comparing these CVSS scores, we can prioritize which vulnerabilities to address first.
A vulnerability is something in a system or network that is easily attacked. The most common vulnerability is an unpatched operating system (Windows, Linux, Android, Apple, etc.) that allows an attacker to attack and access a network easily. We call this an exploit, or taking advantage of the vulnerability. As you research the topic of network security, you will read about countless attacks that were caused by the exploitation of vulnerabilities.
For example, imagine you are hired to manage a network for an organization. On your first day, you notice all client computers are running Windows XP as their operating system. You know that Microsoft ended support for Windows XP

on April 8, 2014, recommending that everyone upgrade their systems immediately. You also know that the CVE (Common Vulnerabilities and Exposures) database lists 741 known security exploits for Windows XP. This organization is at extreme risk of a vulnerable Windows XP system being attacked and exploited.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:
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Location: Network Security Fundamentals 1b, Unit 8, Activity 2

Original Text: Stepping Stones: From Job to Career
Required Materials
Word processing software
Step 1: Advancing in a Career
Relatively few people secure their dream jobs as the first jobs they are hired for; it's far more common to build a career over time, beginning with an entry-level position to gain experience and advancing through promotions or moving on to opportunities at other companies. For this activity, you will create a timeline of education, experience, and credentials required to advance as a cybersecurity professional.

Step 2: The End Goal
Choose a career goal that requires considerable experience, certifications, and "stepping stones" to pursue along the career path to that goal (for example, chief technology officer or CISO). If you don't have a specific career in mind, you may find it easiest to choose the highest level of certification that interests you, research which jobs require that certification, and then work backwards from there.

Once you've selected your end point, create a timeline, starting with your present-day position as a student. Then, plan out the major milestones required for you to achieve the final goal. There should be AT LEAST THREE intermediary steps.

For each milestone, besides the years of education and/or experience needed, be sure to include certifications, requirements, portfolio elements, etc., that such a job would entail. (You can easily determine this by quickly searching online for job postings for the position in question.)

You can present your timeline in whatever format you think is best. Just make sure you include three steps beyond your current situation as a student.

Step 3: What to Submit
Your submission for this activity should be a timeline that includes at least FIVE total nodes covering the education, experience, certifications, etc., required to advance in a cybersecurity career.
Complete your timeline in a word processing document, and submit it via the dropbox.

Updated Text: Stepping Stones: From Job to Career
Required Materials
- Word processing software

Step 1: Advancing in a Career
Relatively few people secure their dream jobs as the first jobs they are hired for; it's far more common to build a career over time, beginning with an entry-level position to gain experience and advancing through promotions or moving on to opportunities at other companies. For this activity, you will create a timeline of education, experience, and credentials required to advance as a cybersecurity professional.
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Choose a career goal that requires considerable experience, certifications, and "stepping stones" to pursue along the

career path to that goal (for example, chief technology officer or CISO). If you don't have a specific career in mind, you may find it easiest to choose the highest level of certification that interests you, research which jobs require that certification, and then work backwards from there.
Once you've selected your end point, create a timeline, starting with your present-day position as a student. Then, plan out the major milestones required for you to achieve the final goal. There should be AT LEAST THREE intermediary steps. For each milestone, besides the years of education and/or experience needed, be sure to include certifications, requirements, portfolio elements, etc., that such a job would entail. Also, clearly highlight the types of services that each job role or position would provide within its respective functional area of cybersecurity. (You can easily determine this by quickly searching online for job postings for the position in question.)
You can present your timeline in whatever format you think is best. Just make sure you include three steps beyond your current situation as a student.
Step 3: What to Submit
Your submission for this activity should be a timeline that includes at least FIVE total nodes covering the education, experience, certifications, etc., required to advance in a cybersecurity career. Be sure that each node includes a brief description of the type of services this role would provide within its functional area of cybersecurity.
Complete your timeline in a word processing document, and submit it via the dropbox.

Component: *Network Security Fundamentals 1a/1b*

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Location: Network Security Fundamentals 1a, Unit 1, Activity 2

Original Text: How Vulnerable Is Your School?
In this activity, you will perform a high-level risk assessment of your school or a similar educational institution.

Consider a typical high school, either one you attend or one near you. Imagine the school has asked you to help assess its information security plan.

Your first task is to lay out the attack surface for the school. Consider the physical grounds, information systems, and data needs, including both digital and hard copies of information. What are the school's vulnerabilities? Create a slideshow presentation to discuss the following potential attack vectors:

Hardware
Software
Network
Human
Physical
Organizational
You will find it helpful to research other sample analyses of attack surfaces to find out more about each vector. For each of those vectors, start with a slide describing the category of vulnerability. For example, what do you mean when you say you will discuss a "hardware," "software," or "human" vulnerability? Identify potential risks to the school or institution that come with each category. This should be accessible to a broad audience as you will be presenting this material to educators and administrators who may not be as tech-savvy as you!

Next, create one or two slides detailing the specific vulnerabilities that should be considered in conjunction with that category of attack (or hypothetical vulnerabilities, if you don't have true access to the information required). What are the warning signs or alerts which may accompany those vulnerabilities? Remember that you are only discussing something that could be exploited by a bad actor, not proposing solutions (yet).

Your submission for this activity will be a slideshow-style presentation on the attack surface for a school by describing each attack vector in one to three slides.

Updated Text: How Vulnerable Is Your School?
In this activity, you will perform a high-level risk assessment of your school or a similar educational institution.
Consider a typical high school, either one you attend or one near you. Imagine the school has asked you to help assess its information security plan.
Your first task is to lay out the attack surface for the school. Consider the physical grounds, information systems, and data needs, including both digital and hard copies of information. What are the school's vulnerabilities? Create a slideshow presentation to discuss the following potential attack vectors:

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- Software
- Network
- Human
- Physical
- Organizational

You will find it helpful to research other sample analyses of attack surfaces to find out more about each vector. For each of those vectors, start with a slide describing the category of vulnerability. For example, what do you mean when you say you will discuss a "hardware," "software," or "human" vulnerability? Identify potential risks to the school or institution that come with each category. This should be accessible to a broad audience as you will be presenting this material to educators and administrators who may not be as tech-savvy as you!
Next, create one or two slides detailing the specific vulnerabilities that should be considered in conjunction with that category of attack (or hypothetical vulnerabilities, if you don't have true access to the information required). What are the warning signs or alerts which may accompany those vulnerabilities? Remember that you are only discussing something that could be exploited by a bad actor, not proposing solutions (yet).
One vulnerability you should consider is that of a possible payload. First, describe what a payload is in terms of cybersecurity and provide a probable scenario in which a payload could enter the school's system given the current security measures.
Your submission for this activity will be a slideshow-style presentation on the attack surface for a school by describing each attack vector in one to three slides.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:
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Location: Network Security Fundamentals 1b, Unit 8, Lesson 2

Original Text: Career Opportunities
Where Are the Opportunities?
When you consider the need for cyber professionals, industries like healthcare, intelligence agencies, and banking may be the first areas that come to mind. Here's a quick challenge for you: Name a business or industry that does not need a cyber professional.

Okay, enough with grocery stores. This should be easy. Guess again.

Let's look at just 10 of the many career paths in the cybersecurity industry. These descriptions can only provide a brief overview, so you should continue to research on your own any of the career paths that interest you. As you may have noticed, all cybersecurity professionals must be able to solve problems, think critically, employ a variety of skill sets, and be a lifelong learner. The field changes rapidly; each day presents new challenges that have never been encountered
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

before.

Security Specialist
This is an entry-level role that is a fantastic starting point. Security specialists are responsible for several of the duties we discussed in this course: monitoring for system anomalies, keeping systems patched, delivering security training to employees, and ensuring security tools such as antivirus and software firewalls are running properly. As your skills improve and you receive more training, you can begin moving up the ladder into management roles. This type of position usually requires a two-year associate's degree and industry certifications.

The median salary for a security specialist is $99,730.

Incident Responder
This career path puts you in charge of data and security breaches in an organization. You need to work rapidly and decisively in stressful emergency situations to solve issues as quickly as possible and take action to prevent further problems. Incident responders must be able to recognize potential errors or vulnerabilities in a network, develop procedures to follow when a security event occurs, collaborate with other team members, run preventative security audits, and provide detailed reports after an event occurs. A degree is not necessary for an entry-level position, but it will likely require technical certifications. As you gain work experience in this particular career path, a four-year technical bachelor's degree will help you progress up the ladder.

The median salary for an incident responder is $52,160.

Cryptographer
This is a highly specialized path for good problem solvers who love math and writing code. Cryptographers create the algorithms and encryption methods to keep data and communications secure. The National Security Agency (NSA) is an example of an agency that is looking for highly qualified and trustworthy cryptographers. This position does require a four-year bachelor's degree in computer science, computer engineering, or math.

The average salary for a cryptographer is $73,000.

Security Analyst
This position reports to a company's CISO. The analyst has a critical role. They constantly analyze security polices of the organization and look for vulnerabilities or weaknesses in its network. An analyst also makes recommendations about whether hardware and software platforms meet the organization's needs and fit its budget. This position requires industry certifications and a technical bachelor's degree.

The median salary for an analyst is $99,815.

Security Auditor
An auditor needs to be a very organized person. They're the person who is specifically appointed to review an organization's internal policies and procedures to ensure that the organization follows best practices and complies with regulations. Once an audit is complete, the auditor compiles the results into a detailed report that is then presented to management. The work of the auditor hopefully leaves the incident responder with a lot of spare time! The security auditor position requires a technical bachelor's degree and, usually, five years of experience in information technology.

The median salary for a security auditor is $99,730.

Penetration Tester/Ethical Hacker
Also known as white hat hackers, these people break into systems from outside of the network. Pen testers are hired by organizations to test their defenses and make recommendations to improve them. An auditor checks the internal policies and procedures of an organization, whereas a pen tester verifies that the perimeter of a network is configured correctly

and prevents intrusions or data breaches. Pen testers confirm that firewalls, IDS/IPS, and web-based applications are functioning properly and keeping intruders out of the network.

A man in a suit stands in the background behind the words “WHITE HAT HACKER” and several glowing icons showing people in white hats. The man reaches out to touch one icon that pictures an open lock.
White hat hackers, also known as ethical hackers or penetration testers, are the good guys working to protect networks and systems against attacks by black hat hackers.

Pen testers must have deep knowledge of how networks and operating systems function. They basically need to be able to break into any system, and this requires a wide variety of skills, from a knowledge of numerous programming languages to computer forensics. A four-year bachelor’s degree, multiple years of work experience, and technical certifications are required.

The median salary for a penetration tester is $104,000.

Updated Text: Career Opportunities
Where Are the Opportunities?
When you consider the need for cyber professionals, industries like healthcare, intelligence agencies, and banking may be the first areas that come to mind. Here’s a quick challenge for you: Name a business or industry that does not need a cyber professional.
Okay, enough with grocery stores. This should be easy. Guess again.
Let’s look at just 10 of the many career paths in the cybersecurity industry. These descriptions can only provide a brief overview, so you should continue to research on your own any of the career paths that interest you. As you may have noticed, all cybersecurity professionals must be able to solve problems, think critically, employ a variety of skill sets, and be a lifelong learner. The field changes rapidly; each day presents new challenges that have never been encountered before.
Moreover, these cybersecurity roles often operate within various functional areas of an organization's cybersecurity structure, providing different types of services. Functional areas of cybersecurity may include operations and maintenance, vulnerability management, identity and access management, risk management, incident response, and governance.
Security Specialist
This is an entry-level role that is a fantastic starting point. Security specialists are responsible for several of the duties we discussed in this course: monitoring for system anomalies, keeping systems patched, delivering security training to employees, and ensuring security tools such as antivirus and software firewalls are running properly. As your skills improve and you receive more training, you can begin moving up the ladder into management roles. This type of position usually requires a two-year associate degree and industry certifications. A security specialist typically operates within the functional area of operations and maintenance, providing services such as regular system updates and monitoring for potential security issues.
The median salary for a security specialist is $99,730.
Penetration Tester/Ethical Hacker
Also known as white hat hackers, these people break into systems from outside of the network. Pen testers are hired by organizations to test their defenses and make recommendations to improve them. An auditor checks the internal policies and procedures of an organization, whereas a pen tester verifies that the perimeter of a network is configured correctly and prevents intrusions or data breaches. Pen testers confirm that firewalls, IDS/IPS, and web-based applications are functioning properly and keeping intruders out of the network.
Pen testers must have deep knowledge of how networks and operating systems function. They basically need to be able to break into any system, and this requires a wide variety of skills, from a knowledge of numerous programming languages to computer forensics. A four-year bachelor’s degree, multiple years of work experience, and technical certifications are required.
The median salary for a penetration tester is $104,000.

Component: ***Network Security Fundamentals 1a/1b***

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Location: Network Security Fundamentals 1a, Unit 2, Activity 1

Original Text: Protecting the Triad: Preventative Measures
In this activity, you will create a basic security plan for a small, fictional company that deals with sensitive information.

Imagine that you are a cybersecurity consultant who has recently been hired by a small company that issues free bail bond loans to qualifying clients. They want to protect their sensitive client information.

What's bail and how do bail bonds work? Let's look at the bail concept first.

When the police make an arrest, the court system determines whether the person who was arrested (the defendant) can wait for their court date from home, or whether they will remain in jail based on a number of factors. If the defendant is allowed to wait from home, the court system asks them to post bail, or make a payment, for a certain amount of money as a form of motivation to return to court for the trial. The bail amount is returned to the defendant after they appear in court, and the case has been resolved. If the defendant is offered the bail option but can't afford it, they remain imprisoned until their trial, unable to work or attend to any familial responsibilities.

Bail bond companies are entities that pay the bail for a defendant in return for an interest rate on the bail amount, so in the end, the person who was arrested will have to pay for bail and an additional percentage based on their interest rate and how long it takes them to complete their payments.

The goal of this bail bond company is to offer FREE loans to defendants who are likely to be able to pay their bail bond in full over time. In order to determine which defendants are most likely to pay, this company collects highly sensitive information about their clients and is very concerned about securing its data. The company collects data by several means: forms completed in person, which are later digitized; web interfaces; and investigation by staff members, whose notes are sent securely to the main server.

The company has asked you about what it should do to protect the privacy and security of its clients' information. You need to put together a presentation that clearly explains the three security concepts that form the CIA triad (i.e., confidentiality, integrity, and availability).
The presentation should also highlight AT LEAST FIVE of the following security measures:

Encryption
Steganography
Access control
Hashing
Digital signatures and certificates
Redundancy and fault tolerance
Importance of patching
Create a video or audio file of you delivering the presentation to the company's staff. The presentation should be 5 to 7 minutes long and appropriate for an audience that possesses only a basic understanding of computers and the internet. If you choose to create a video recording, you may supplement your presentation with a slideshow-style presentation if you'd like. If you deliver your presentation entirely by audio recording, you may find it helpful to prepare a script beforehand.

Your presentation should be tailored to the data and security needs of this specific company. Your five chosen security

measures should clearly cover the three components of the CIA triad: confidentiality, integrity, and availability.

Your submission for this activity will be the audio or video file containing your presentation.

Updated Text: Protecting the Triad: Preventative Measures

In this activity, you will create a basic security plan for a small, fictional company that handles sensitive information. Cybersecurity deals with protecting computer systems, networks, data, and digital information from cyberattacks and malicious intent. Information security is similar but is concerned with protecting information, especially electronic data, from unauthorized use. Imagine that you are a cybersecurity consultant who has recently been hired by a small company that issues free bail bond loans to qualifying clients. The company wants to protect its sensitive client information.

What's bail, and how do bail bonds work? Let's look at the bail concept first.

When the police make an arrest, the court system determines whether the person who was arrested (the defendant) can wait for their court date from home or whether they will remain in jail. The decision is based on a number of factors. If the defendant is allowed to wait from home, the court system asks them to post bail, or make a payment, for a certain amount of money as a form of motivation to return to court for the trial. The bail amount is returned to the defendant after they appear in court and the case has been resolved. If the defendant is offered the bail option but can't afford it, they remain imprisoned until their trial, unable to work or attend to any familial responsibilities.

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The company has asked you about what it should do to protect the privacy and security of its clients' information. You need to put together a presentation that clearly explains the three security concepts that form the CIA triad (i.e., confidentiality, integrity, and availability). In your presentation, be sure to define the terms "cybersecurity" and "information security" in your own words.

The presentation should also highlight AT LEAST FIVE of the following security measures:

- Encryption
- Steganography
- Access control
- Hashing
- Digital signatures and certificates
- Redundancy and fault tolerance
- Importance of patching

Create a video or audio file of yourself delivering the presentation to the company's staff. The presentation should be five to seven minutes long and appropriate for an audience that possesses only a basic understanding of computers and the internet. If you choose to create a video recording, you may supplement your presentation with a slideshow-style presentation if you'd like. If you deliver your presentation entirely via an audio recording, you may find it helpful to prepare a script beforehand.

Your presentation should be tailored to the data and security needs of this specific company. Your five chosen security measures should clearly cover the three components of the CIA triad: confidentiality, integrity, and availability.

Your submission for this activity will be the audio or video file containing your presentation.

Component: *Network Security Fundamentals 1a/1b*

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Location: Network Security Fundamentals 1a, Unit 4, Lesson 3

Original Text: Ports, Protocols, and Services
IP Services and Ports
Your next step takes you a little deeper into the topic of how devices on a network talk to each other. We know the OSI has layers that help to define how networks function. You learned about address types on layer 2 (MAC) and layer 3 (IP). You also know that there are two layer 4 transport protocols (TCP, UDP) that move data around and that there are two versions of the IP protocol (v4 and v6) that could be in use on our network. After all of that, how could there possibly be more? Well, now, we need to talk about IP ports, protocols, and services.

We have used the term protocol before, so you know that it represents a communications standard. IP ports are part of that communication standard. Much as a MAC address and an IP address identify a node on a network, ports define the service that our node uses and the protocol that is responsible for transporting the data. For example, when we access our favorite website, we use two services. Most websites use the HTTP and HTTPS services transported by the TCP protocol. HTTP is the Hypertext Transfer Protocol, which is the protocol that webpage or website data is transmitted over. HTTPS is the secure, or encrypted, version of HTTP, and it securely delivers webpage content.

In the past, you have no doubt looked at website URLs in your favorite browser and seen HTTP and HTTPS many times, but you may not have known what they were. These tell your web browser how that web page data will be received and transmitted to your device and, ultimately, your screen. HTTPS has predominantly become the standard for all website traffic now to ensure data privacy. If you notice a website to be only HTTP, you should never enter personal or financial data on that website because it is not encrypted and could be intercepted by anyone on the internet.

Two web browser windows are shown. In one window, the address https://www.netban2k.com has a red circled “i” icon next to it, and a large circled “i” icon is below it with the message “Your connection is not secure.” The other window has the address https://www.netbanks.com with a green lock icon next to it and a large green circled check mark below it with the message “Secure connection”.
Every website should use HTTPS to improve search rankings and to avoid being labeled as not secure.

Each service is assigned a port number, and every IP address has 65,536 ports associated with it ranging from 0 to 65,535. That sounds like a daunting number and a lot to remember. However, you will begin to learn and memorize the common port numbers very quickly the more you study networking, and as you begin to configure equipment, the numbers will become more and more familiar. In the example above, HTTP would have been assigned port 80 and HTTPS port 443. When we refer to a port number with an IP address, we add a colon (:) to the end of the IP address and then the port number. For example, 192.168.1.50:443 indicates that the node is running an application communicating via HTTPS. Routers and firewalls really care about the IP port that the service runs on. Both make traffic decisions based on the service and port number. The firewalls that we learned about in an earlier unit are configured to allow or deny network traffic based on the port, and if they are advanced enough, they can open the packet and look for the actual service type. This gives network administrators granular control over the type of traffic that can enter or leave their networks. As you may have already realized, IP ports and services could be a large part of an organization’s attack surface, too.

There is a structure to IP ports that makes learning about them a little more manageable. iSCSI: TCP Ports 860, 3260 Internet Small Computer Systems Interface (iSCSI) is an important protocol in data centers that allows systems to access data storage devices that are connected to the network. In data centers, servers connect to large network-connected storage arrays. iSCSI has become a standard for connecting to network-attached storage and can be connected to the network via copper or fiber.

Fibre Channel: TCP Port 3225
Fibre Channel is a more complex, scalable, and expensive solution than iSCSI. The protocol is typically found in very large

and complex data centers. As the name implies, in Fibre Channel, all the connections are made via fiber optic cable. Data transfer speeds are much faster than in iSCSI.

Updated Text: Ports, Protocols, and Services

IP Services and Ports

Your next step takes you a little deeper into the topic of how devices on a network talk to each other. We know the OSI has layers that help to define how networks function. You learned about address types on layer 2 (MAC) and layer 3 (IP). You also know that there are two layer 4 transport protocols (TCP, UDP) that move data around and that there are two versions of the IP protocol (v4 and v6) that could be in use on our network. After all of that, how could there possibly be more? Well, now, we need to talk about IP ports, protocols, and services.

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Routers and firewalls really care about the IP port that the service runs on. Both make traffic decisions based on the service and port number. The firewalls that we learned about in an earlier unit are configured to allow or deny network traffic based on the port, and if they are advanced enough, they can open the packet and look for the actual service type. This gives network administrators granular control over the type of traffic that can enter or leave their networks. As you may have already realized, IP ports and services could be a large part of an organization’s attack surface, too. To effectively manage this, network administrators use common tools for monitoring ports such as 'Wireshark' for packet analysis, 'nmap' for network scanning, and 'Netstat' for viewing active network connections. These tools provide valuable insights into the data transmitted through each port and help in identifying potential security risks.

iSCSI: TCP Ports 860, 3260

Internet Small Computer Systems Interface (iSCSI) is an important protocol in data centers that allows systems to access data storage devices that are connected to the network. In data centers, servers connect to large network-connected storage arrays. iSCSI has become a standard for connecting to network-attached storage and can be connected to the network via copper or fiber. For monitoring iSCSI traffic on TCP Ports 860, 3260, network administrators typically use tools such as 'iSCSI Enterprise Target' which allows a machine to share storage over a network. These tools assist in

detecting any anomalies or potential threats within the network, thereby enhancing overall network security.

Fibre Channel: TCP Port 3225

Fibre Channel is a more complex, scalable, and expensive solution than iSCSI. The protocol is typically found in very large and complex data centers. As the name implies, in Fibre Channel, all the connections are made via fiber optic cable. Data transfer speeds are much faster than in iSCSI. In order to monitor Fibre Channel traffic on TCP Port 3225, network administrators can utilize specialized tools such as 'Wireshark' with its FC protocol dissector, allowing for in-depth analysis of Fibre Channel data and understanding network behavior. These monitoring tools provide visibility into data transmission and are critical in maintaining robust network security.

Component: ***Network Security Fundamentals 1a/1b***

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Location: Network Security Fundamentals 1a, Unit 4, Critical Thinking Questions 2 and 5

Original Text: Identify the number and purpose of any two well-known ports (such as SSH, HTTP, or HTTPS).

Answers will vary, and there are hundreds of possible answers, but here is an example: HTTP is assigned to port 80 and stands for HyperText Transfer Protocol; it transmits webpage data. HTTPS, the secure/encrypted version, uses port 443.
Identify at least two similarities and two differences between the OSI model and the TCP/IP model.

Answers will vary. Both function similarly as abstractions of network communications into “layers” where certain processes occur. Both share the transport layer, which has a similar function for each (though different numbers). Both must be memorized for people who wish to complete CompTIA Network+ certification. As for differences, the first layer (network access) of the TCP model covers the first two layers of the OSI model. Similarly, the application layer (2) for the TCP model merges the final three layers of the OSI model. The TCP model covers a more limited set of circumstances and protocols.

Updated Text: 2. Identify the number and purpose of any two well-known ports (such as SSH, HTTP, or HTTPS). Additionally, name a common tool that can be used to monitor these ports and briefly describe how it works.
Answers will vary, and there are hundreds of possible answers, but here is an example: HTTP is assigned to port 80 and stands for HyperText Transfer Protocol; it transmits webpage data. HTTPS, the secure/encrypted version, uses port 443. Wireshark is a common tool used to monitor these ports. It captures and analyzes network packets, providing valuable insight into the data transmitted through these ports.

5. Identify at least two similarities and two differences between the OSI model and the TCP/IP model. Also, discuss how port monitoring tools can be used in the context of these models to enhance network security.
Answers will vary. Both function similarly as abstractions of network communications into “layers” where certain processes occur. Both share the transport layer, which has a similar function for each (though different numbers). Both must be memorized for people who wish to complete CompTIA Network+ certification. As for differences, the first layer (network access) of the TCP model covers the first two layers of the OSI model. Similarly, the application layer (2) for the

TCP model merges the final three layers of the OSI model. The TCP model covers a more limited set of circumstances and protocols. In terms of port monitoring tools, they interact mainly with the transport layer of both models, where port numbers are defined. For example, 'nmap' scans for open ports and identifies the protocols being used, which can help detect any potential security vulnerabilities.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
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Location: Network Security Fundamentals 1a, Unit 6, Activity 2

Original Text: Heuristics and RATs
Watch “The 1s and 0s Behind Cyber Warfare,” a TED Talk given by Chris Domas.

Then, watch “What You Need to Know About Stalkerware,” a TED Talk given by Eva Galperin.

Based on your viewing of these two videos, answer the following questions:

Chris Domas makes a comment about being able to recognize quickly that particular patterns of binary code represent different data types. How does this relate to the operation of detection methods that rely on the ability to match signatures through the use of heuristics?

What does Eva Galperin mean when she talks about “account compromise,” and how does two-factor authentication help prevent that sort of unauthorized access? What other sort of detection system could help to prevent or at least alert the account owner about this kind of access?

Why were so many virus scan programs unable to recognize RAT as being malicious?

Do you think there’s any way for a private citizen to use RAT ethically? Do you think there’s any way for a government to use RAT ethically?

Updated Text: Heuristics and RATs
Watch “The 1s and 0s Behind Cyber Warfare,” a TED Talk given by Chris Domas.
Then, watch “What You Need to Know About Stalkerware,” a TED Talk given by Eva Galperin.
Based on your viewing of these two videos, answer the following questions:
1. Chris Domas makes a comment about being able to recognize quickly that particular patterns of binary code represent different data types. How does this relate to the operation of detection methods that rely on the ability to match signatures through the use of heuristics?
Answers will vary. Domas realizes that converting patterns of binary code into something “recognizable” (as in the case of an address book, for example) speeds up his analyses. Similarly, an IPS or IDS that sees specific patterns in code should be able to identify certain patterns quickly as being similar to known attacks even if the signature isn’t 100-percent identical to a known threat.
2. What does Eva Galperin mean when she talks about “account compromise,” and how does two-factor authentication help prevent that sort of unauthorized access? What other sort of detection system could help to prevent or at least alert the account owner about this kind of access?
An account is compromised when someone has the correct password to access it but does not have permission from the account owner to use the password. With two-factor authentication, as long as the account owner is the sole physical owner of the second device, the account is kept secure.
As for other detection systems, basically, any anomaly detection system (or some rules-based detection systems) would work. The video uses the example of logging the location of the last person to access the account and flagging unusual locations.
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*updated since previous report

3. Why were so many virus scan programs unable to recognize RAT as being malicious?
Answers will vary, but students might note that the programs were installed legitimately, so they weren't flagged. Alternatively, students might say that they just weren't entered into the signature database or the blacklist for these programs because they didn't realize they were being used in nefarious ways.
4. Considering the ethical principles of privacy and consent, do you think there's any way for a private citizen to use RAT ethically? Do you think there's any way for a government to use RAT ethically?
Answers will vary. While RAT is most often used in a controlling way, students might make a case for limited RAT use by parents for their children's devices as a condition for being allowed to use a smartphone. Or students might say that no private citizen should ever be allowed that level of access. When it comes to the government, students may believe that RAT can be used ethically in controlled investigations in which the authorities have been granted a warrant. Or students may argue that the technology is too easy to abuse for the government ever to be able to use it ethically. The ethical considerations here pivot around the principles of privacy and consent. The use of RAT, by private citizens or government entities, raises questions about how far one's rights to privacy can be intruded upon and when, if ever, such intrusions could be considered ethical.

Component: *Network Security Fundamentals 1a/1b*

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Link to Current Content:
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Location: Network Security Fundamentals 1a, Unit 6, Discussion Question 1

Original Text: Wikileaks is a well-known website that releases document caches that have been gathered by hackers—for example, the manual of operations for the infamous U.S. prison in Guantanamo Bay and documents from the Democratic National Committee. Explain whether the individuals who supply information to Wikileaks would generally be considered white-hat, black-hat, or gray-hat hackers based on their motivation. Then, evaluate the ethics of hacking a site and revealing the information on it. Discuss how the culture of black-, white-, or gray-hat hacking might influence the site contributor's decisions. Finally, explore the possible outcomes of the actions of sites like Wikileaks in terms of the social impact and legal liability.

Answers will vary. These hackers are absolutely not white-hat hackers. From a purely cybersecurity-based definition, they ought to be called black-hat hackers because they are not sharing information (generally) to prove a site is not being defended properly; they are sharing information that the owners of the data did not intend to share. However, students may attempt to make the argument that the hackers are acting "in the public good" by trying to share information that the public needs to know.

Similarly, ethically speaking, Wikileaks releases information on a selective basis to achieve partisan and selfish ends—that is, for its owners and contributors—but students who only know the organization in passing may make good-faith arguments that some organizations commit atrocities worthy of being released, as in the torture committed at Guantanamo Bay. Similarly, an "information should be free" culture common to gray-hat hacking communities contributes to behavior that is ultimately unethical and illegal but seems morally sound to its contributors.

Legally, Wikileaks contributors are clearly committing crimes, but prosecuting them is difficult. In terms of outcomes, students will have different evaluations based on their knowledge of the site. Ideally, students should recognize that releasing information is not a neutral practice and that bad actors generally try to do so to achieve their own ends (e.g., advancing propaganda), but more idealistic students may have more optimistic takes.

Updated Text: 1. Wikileaks is a well-known website that releases document caches that have been gathered by hackers—for example, the manual of operations for the infamous U.S. prison in Guantanamo Bay and documents from the Democratic National Committee. Explain whether the individuals who supply information to Wikileaks would generally be considered white-hat, black-hat, or gray-hat hackers based on their motivation. Then, evaluate the ethics of Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

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Location: Network Security Fundamentals 1a, Unit 6, Lesson 2

Original Text: Metasploit
The most common tool to show up in your search results will likely be the Metasploit Framework. First released in 2003, this tool is a popular choice among both white hat and black hat hackers because it is robust and easy to use. The software has been adapted to run on Windows and Linux operating systems. Metasploit has brought point-and-click functionality to scanning, testing, and exploiting common network as well as software vulnerabilities.

A screenshot of the Metasploit framework shows the Metasploit logo, a white M on a blue background, and the following text: "http://metasploit.pro", "metasploit v4.12.8-dev", "1551 exploits - 898 auxiliary - 267 post", "438 payloads - 38 encoders - 8 nops", and "Free Metasploit Pro trial: http://r-7.co/trymsp".
Screenshot from Metasploit Framework by 4shadoww. Distributed under the CC BY-SA 4.0 license.

For white hats, Metasploit is a penetration testing tool, meaning it can be used to test the security readiness of a network and its systems. If and when the tool finds a vulnerability, the network admin can remediate the issue. To a black hat, Metasploit represents an attack tool that will identify a vulnerability and automatically proceed with the exploitation of that system flaw by delivering a malicious payload. Think of this software tool as being like a hammer. In the hands of a master builder, it can be used to create fantastic structures; in the hands of a bad actor, it can be used to wreak havoc and destruction.

Consider this example: A network admin runs a Metasploit scan on the company network as a routine security practice while looking for vulnerabilities. During the scan, a Windows XP client is discovered to be online. The admin is distraught about this discovery because, as you already know, Windows XP has been officially retired since 2009 and is extremely vulnerable to exploitation. This allows the admin to take immediate action before a bad actor can launch an attack against that client.

Updated Text: How the Game Is Played
Metasploit
The most common tool to show up in your search results will likely be the Metasploit framework. First released in 2003,
Proclamation 2024: Report of Editorial Changes Addendum (10/31/2023)

*updated since previous report

this tool is a popular choice among both white-hat and black-hat hackers because it is robust and easy to use. The software has been adapted to run on the Windows and Linux operating systems. Metasploit has brought point-and-click functionality to scanning, testing, and exploiting common network and software vulnerabilities.

Screenshot from Metasploit framework by 4shadoww. Distributed under the CC BY-SA 4.0 license.
For white hats, Metasploit is a penetration testing tool, meaning it can be used to test the security readiness of a network and its systems. Ethical hackers like white hats follow laws and regulations, working with the consent of the system owner. In contrast, black-hat hackers use Metasploit without legal authorization to exploit vulnerabilities, which is considered illegal. If and when the tool finds a vulnerability, the network admin can remediate the issue. To a black hat, Metasploit represents an attack tool that will identify a vulnerability and automatically proceed with the exploitation of that system flaw by delivering a malicious payload. Think of this software tool as being like a hammer. In the hands of a master builder, it can be used to create fantastic structures; in the hands of a bad actor, it can be used to wreak havoc and destruction.
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Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
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Location: Network Security Fundamentals 1b, Unit 2, Lesson 3

Original Text: Storage and Transport Encryption
In the examples presented so far, you have learned about two different encryption algorithms and how their keys are managed. We walked through an example of an email being changed from plaintext to ciphertext and then back to its original form. Those actions were applied to a specific item—in our case, the ice cream recipe. Encryption can also work with complete storage devices (disk drives and flash drives) and data while in transit over a network. Encrypted File System
In order to encrypt a file or folder in Windows, use the Encrypted File System (EFS) that is built into Windows (pictured above). This option is very easy to configure and is included as part of the NTFS file system. To do this, right-click on the file or folder you want to encrypt, click on Properties > Advanced, and then check the box that says “Encrypt contents to secure data.” You will then be asked to create a password. Each time someone attempts to open that specific resource, they will be prompted for the password to open it. Even if someone found your laptop and tried to open a file with a text editor like Notepad, they would just see the ciphertext and not be able to understand anything in the file. The password is our secret key; without it, the file is meaningless. Whenever you enable encryption, make sure you can remember your password or keep it in a safe place!

Note that, if you choose to use EFS to protect a file (like the one with our super-secret recipe in it), it is only encrypted on that specific Windows device. The Windows NTFS file system is what allows EFS to function. If the file is copied to another type of file system such as an older Windows FAT/FAT32 file system, the file will be decrypted during the copying process. Encrypting a file can give the user a false sense of security because they think that, if the file is copied or moved to another location, it will remain encrypted, but this is not always the case.

Updated Text: Storage and Transport Encryption
In the examples presented so far, you have learned about two different encryption algorithms and how their keys are

managed. We walked through an example of an email being changed from plaintext to ciphertext and then back to its original form. Those actions were applied to a specific item—in our case, the ice cream recipe. However, beyond the individual data items, network devices such as routers, switches, servers, and end-user devices themselves have vulnerabilities that can be exploited by malicious actors. These vulnerabilities can be due to out-of-date software, misconfigured settings, or hardware flaws. These can potentially expose to risks the data stored on them or the data they process. This is why encryption can also work with complete storage devices (disk drives and flash drives) and data while in transit over a network.

When designing an application, all states of data should be considered to ensure a secure product. 3 states of data: Data in Use, Data in Motion, Data at Rest by Jasper59, distributed under a CC BY-SA 3.0 license.
Transport Encryption
File and full-disk encryption are now on our list of the ways to secure data. We have complete confidence that our hardware is secure, and if it were ever lost or stolen, our recipes would be safe from bad actors attempting to gain access to them. Now, we turn our attention to securing data when we transmit it across a local network or the general internet. We learned previously that there are bad actors out there who can intercept network traffic, attempt to read its contents, and extract critical data. The bad news is that this happens every day when people connect to public Wi-Fi networks or use outdated operating systems and protocols to transmit data. Such instances highlight the vulnerabilities of network devices. For instance, if a router has a vulnerability, it could be exploited to intercept and alter the traffic that passes through it. Similarly, if a computer has a software vulnerability, it could be used to gain unauthorized access to sensitive data stored on it. The good news is that there are transport protocols available that can encrypt our network traffic. If you think back to the OSI model, you may recall that layer 4 facilitates the transport of packets and that layer 6 handles encryption after layer 5 helps to set up the communications session.
You may also recognize a few of the following protocols from previous discussions. Now that you're familiar with them, it should be much easier to understand how encryption can secure network traffic.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

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Location: Network Security Fundamentals 1b, Unit 2, Activity 2

Original Text: Create Your Own Hidden Message!
Required Materials
Word processing software
Steganography software (optional)
Video or audio recorder (optional)
Image editing software (optional)
Step 1: Do-It-Yourself Steganography
You will probably not be surprised to learn that there are many websites that let you engage in your own steganography, either by downloading a program or working entirely through your browser. For this activity, you will use ANY form of steganography you'd like in order to create your own hidden message!

Step 2: So Many Choices…
Research online to find out which type of steganography you'd like to perform and what sort of secret message you'd like to embed. (Others will read it, so avoid profanity, insults, etc.). Use any form of steganography to record a message, keeping a copy of the original file that you used to embed the message. Submit the original, unmodified file and the file with the hidden message along with the answers to the following questions:

What form of steganography did you choose? What were its strengths and limitations? You may find it useful to compare the specific form you chose to other forms of digital steganography (image encryption, audio, mimic functions, video, packet manipulation, etc.).
What was your hidden message? How can it be decoded? (You may need to provide links to specific programs or websites).
How easy or difficult was the process overall?
Step 3: What to Submit
Your submission for this activity should include the following items:

the original file that you used to hide the original, unmodified message
the same file with the hidden message
a text file with the answers to the questions about the process, including instructions for how to access the hidden message
answers to the questions in Step 2

Updated Text: Create Your Own Hidden Message!
Required Materials

- Word processing software
- Steganography software (optional)
- Video or audio recorder (optional)
- Image editing software (optional)

Step 1: Do-It-Yourself Steganography
You will probably not be surprised to learn that there are many websites that let you engage in your own steganography, either by downloading a program or working entirely through your browser. For this activity, you will use ANY form of steganography you'd like in order to create your own hidden message!
Step 2: So Many Choices…
Research online to find out which type of steganography you'd like to perform and what sort of secret message you'd like to embed. (Others will read it, so avoid profanity, insults, etc.). Use any form of steganography to record a message, keeping a copy of the original file that you used to embed the message. Submit the original, unmodified file and the file with the hidden message along with the answers to the following questions:
Optional twist! Who's the best code breaker?
If you are working on this activity alongside fellow students, consider sharing your hidden messages—possibly using ideas from Activity 3 to encrypt them! You can keep your steganography and encryption methods secret to make the code extra-difficult to break!
1. What form of steganography did you choose? What were its strengths and limitations? You may find it useful to compare the specific form you chose to other forms of digital steganography (image encryption, audio, mimic functions, video, packet manipulation, etc.).
Students have many options:
o Students may decide to hide messages in metadata or use an image-embedding application.
o While different methods have different strengths and weaknesses, it is often the case that the easier the method is to use, the less secure the message is (as long as someone is suspicious enough to check it out!).
o Some forms require software to decode them while others may be obvious with a simple file explorer.
2. What was your hidden message? How can it be decoded? (You may need to provide links to specific programs or websites).
Answers will vary, but students should describe a method that can be used to check that the message was successfully embedded.
3. How easy or difficult was the process overall?
Answers will vary, but most students should find the process quite simple. For example, a browser version may only require the uploading of an image and a message; it may not even store the files outside the web browser.

Step 3: Complete Historical Research on Cryptography
Complete your own online research on the history and evolution of cryptography. Be sure to highlight the origins, important developments, and how the use of cryptography has changed over time. How has cryptography been used throughout history in areas such as war, politics, and technology? Write a short report highlighting your findings.
Step 4: Review Simple Methods of Cryptography
Research simple cryptography methods such as “shift cipher” and “substitution cipher.” Using your research, create an explanation of these methods in such a way that a five-year-old could understand. Then create and decipher your own simple messages with a classmate.
Step 5: Create a Hidden Message Using a Simple Cryptography Method
Decide between either the cipher or substitution cipher method to create a hidden message. Encode your message and then use steganography to hide it!
Step 6: What to Submit
Your submission for this activity should include the following items:

- the original file that you used to hide the original, unmodified message
- the same file with the hidden message
- a text file with the answers to the questions about the process, including instructions for how to access the hidden message
- answers to the questions in Step 2
- report on the historical uses of cryptography
- explanations and examples of the shift cipher and substitution cipher
- encoded and hidden message
- instructions on how to decode and access them

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
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Location: Network Security Fundamentals 1b, Unit 7, Lesson 3

Original Text: Cyberbullying
Social media is a great tool, but like many tools—for example, hammers—it can be used either to create or to harm. How a tool is handled is up to the person wielding it. Social media platforms are awesome at connecting human beings, but they have also given rise to cyberbullying, which makes use of electronic communication to send messages that intimidate or threaten others—many times, children. The phenomenon—which this author calls “courage from behind a keyboard”—describes how people say and post things about a person that they would never say if they were standing in front of that person. Social media platforms have facilitated this phenomenon by making it very easy to send or post intimidating or threatening messages. In addition, cyberbullies can be tough to identify because they adopt fake names or can remain totally anonymous on some platforms.

A photo of a sad-looking young woman is shown with abusive words such as “worthless,” “bad,” and “ugly” written on the image.
Cyberbullying can have longer-lasting and more devastating effects than traditional bullying.

Cyberbullying can be an uncomfortable subject to talk about, but the discussion is necessary in order to raise awareness. Victims of constant cyberbullying can experience lasting negative consequences regarding their health and wellness, as illustrated below.

The following data was provided in response to an annual survey that asks students to identify issues that they attribute to their experiences with cyberbullying.

Updated Text: Cyberbullying
Social media is a great tool, but like many tools—for example, hammers—it can be used either to create or to harm. How a tool is handled is up to the person wielding it. Social media platforms are awesome at connecting human beings, but they have also given rise to cyberbullying, which makes use of electronic communication to send messages that intimidate or threaten others—many times, children. The phenomenon—which this author calls “courage from behind a keyboard”—describes how people say and post things about a person that they would never say if they were standing in front of that person. Social media platforms have facilitated this phenomenon by making it very easy to send or post intimidating or threatening messages. In addition, cyberbullies can be tough to identify because they adopt fake names or can remain totally anonymous on some platforms.
Another form of online harassment that has arisen in the age of social media is cyberstalking. Cyberstalking is a specific form of cyberbullying that involves the use of technology to stalk or harass an individual or group. This can involve threats of harm, obsessive attention, and the creation of a climate of fear and intimidation. It can lead to severe emotional distress for the victims, and it can make them feel that they are being constantly watched or monitored, affecting their peace of mind and overall well-being.
Cyberbullying can be an uncomfortable subject to talk about, but the discussion is necessary in order to raise awareness. Victims of constant cyberbullying can experience lasting negative consequences regarding their health and wellness, as illustrated below.
The following data was provided in response to an annual survey that asks students to identify issues that they attribute to their experiences with cyberbullying.

Publisher: Savvas Learning

Health Science Theory

Program: *Health Science Theory for Texas (Print with digital): TEKS*

Component: *Health Science Theory for Texas Student Edition*

ISBN: 9780138046057

Current Page Number(s): 179

Location: Third Paragraph

Original Text: A consensus means to come to an agreement, and it is important to integrate consensus-building techniques when resolving conflicts.

Updated Text: A consensus means to come to an agreement, and it is important to integrate consensus-building techniques when resolving conflicts.
[Definition in minor column]
consensus
(kuhn·sen·suhs)

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 179

Location: Third paragraph of inset student page

Original Text: A consensus means to come to an agreement, and it is important to integrate consensus-building techniques when resolving conflicts.

Updated Text: A consensus means to come to an agreement, and it is important to integrate consensus-building techniques when resolving conflicts.

[Definition in minor column]
consensus
(kuhn·sen·suhs)
To come to an agreement.

Component: ***Health Science Theory for Texas Student Edition***

ISBN: 9780138046057

Current Page Number(s): 198

Location: Bulleted List

Original Text: Bulleted list

Updated Text: Always include a subject line.
[Definition in minor column]
subject line
A concise summary or title that gives the recipient an idea of the e-mail's content or purpose.

Component: ***Health Science Theory for Texas Teacher Edition***

ISBN: 9780138046095

Current Page Number(s): 198

Location: Bulleted list of inset student page

Original Text: Bulleted list

Updated Text: Always include a subject line.
[Definition in minor column]
subject line
A concise summary or title that gives the recipient an idea of the e-mail's content or purpose.

Component: ***Health Science Theory for Texas Student Edition***

ISBN: 9780138046057

Current Page Number(s): 198

Location: Bulleted List

Original Text: Begin with a salutation

Updated Text: Begin with a salutation
[Definition in minor column]
salutation
(sal·yoo·tay·shn)
A greeting used in a letter or other communication, such as "Dear Dr. Smith."

Component: ***Health Science Theory for Texas Teacher Edition***

ISBN: 9780138046095

Current Page Number(s): 198

Location: Bulleted list of inset student page

Original Text: Begin with a salutation

Updated Text: Begin with a salutation
[Definition in minor column]
salutation
(sal·yoo·tay·shn)
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Component: *Health Science Theory for Texas Student Edition*

ISBN: 9780138046057

Current Page Number(s): 563

Location: First paragraph of Cardiac Arrest and CPR section

Original Text: Cardiac arrest, or heart attack, can cause the heart to change rhythm and ultimately stop beating. During sudden cardiac arrest, a normal beat changes to ventricular brillation (VF). The rhythm of a heart in VF is fluttery and irregular. The heart needs a shock to bring it back into a normal rhythm.

Updated Text: A heart attack can cause the heart to change rhythm and ultimately stop beating. This can result in a cardiac arrest. During sudden cardiac arrest, a normal beat changes to ventricular fibrillation (VF). The rhythm of a heart in VF is fluttery and irregular. The heart needs a shock to bring it back into a normal rhythm.

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 563

Location: First paragraph of Cardiac Arrest and CPR section of inset student page

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Updated Text: A heart attack can cause the heart to change rhythm and ultimately stop beating. This can result in a cardiac arrest. During sudden cardiac arrest, a normal beat changes to ventricular fibrillation (VF). The rhythm of a heart in VF is fluttery and irregular. The heart needs a shock to bring it back into a normal rhythm.