Proclamation 2024: Publisher-Identified Error Corrections Addendum

This report lists errors identified by publishers and includes the proposed corrections. This is an addendum to the Proclamation 2024: Publisher-Identified Error Corrections report presented to the State Board of Education at the September 2023 meeting and only contains additional changes reported by publishers after that meeting through November 7, 2023. These corrections must be made as a condition of adoption by the State Board of Education.

Publisher: Savvas Learning

Science, Grade K

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade K Teacher Guide	9781323223314		56	Topic 3 Planner, Experience 1 and Experience 2, Explore		Hands-On Station Why can you see the objects? Literacy Station How can light be different? Literacy Station Which is the shadow?	Hands-On Station What helps you see the objects? Literacy Station How does light help you see? Literacy Station How are shadows made?

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade K Digital Component	9781428553767		36	SEPS and Themes Preview Presentation		(Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.) (Slide) Stability and Change (Image of Canyon)(Image of flooded field) (Slide notes) Stability and Change Teacher Support: Draw students' attention to the two pictures. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Ask Which picture shows a fast change? Sample answer: The picture on the right shows a change that happens quickly. Ask What happened in the photo on the right to cause a fast change? Sample answer: Heavy rains caused a large amount of soil to move quickly and carve out the opening. Discussion Explain that stability means that a system stays the same. Have students compare the photos on the left and right. The canyon stays the same from day to day. So, it is a stable system. The photo on the right shows that lot of soil moved very quickly following a heavy rain. The photo on the right shows a system that changed quickly and is not stable. Vocabulary Support If students need vocabulary support for the words stability or change, show students photos of stable systems and rapidly changing systems. Have students write stability or change on the pictures. Student Writing Have students work together to complete the Themes and Concepts Activity to support sense-making. Address Misconceptions Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change is always happening. For example, water in the picture of the canyon on the left is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year. When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them.	(Slide) Stability and Change (image) ELS25_PPT02_TX_T02L01_A001_KitchenObjects-01.jpg Stability and Change Teacher Support Draw students' attention to the picture. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Discussion Explain that stability means that a system stays the same. Ask What is changing in the picture? How do you know? Sample answer: The egg. The egg is rolling off the counter and breaks on the floor. Ask What is stable—or is staying the same in the picture? How do you know? Sample answer: The books, canisters, frying pan, and towel are stable. They are not changing. The cabinet system and oven system is stable. They are not changing. Vocabulary Support If students need vocabulary support for the words stability or change, show students photos of stable systems and organisms, and organisms changing (an insect undergoing metamorphosis) and rapidly changing systems (landslides). Have students write stability or change on the pictures. Student Writing Have students work together to complete the Themes and Concepts Activity to support sense-making. Address Misconceptions Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change may still be occurring, even when you cannot see it. For example, show an image of a canyon with a river going through it. Explain that water is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade K Teacher Guide	9781323223314		60	Experience 1, At-A-Glance, Engage and Explore		Everyday Phenomenon Photo Why do fireworks help us see at night? Hands-On Station Why can you see the objects? Literacy Station How can light be different?	Everyday Phenomenon Photo How do the fireworks change what you can see? Hands-On Station What helps you see the objects? Literacy Station How does light help you see?

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade K Digital Component	9781428553767		37	SEPS and Themes Preview Presentation		(Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.) (Slide) Stability and Change Water is one factor that causes Earth's surface to change. It took millions of years for water to form this canyon. A heavy rain caused this land to change quickly. (Image of Canyon)(Image of flooded field) (Slide Notes) Stability and Change Teacher Support Draw students' attention to the two pictures. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Ask Which picture shows a fast change? Sample answer: The picture on the right shows a change that happens quickly. Ask What happened in the photo on the right to cause a fast change? Sample answer: Heavy rains caused a large amount of soil to move quickly and carve out the opening. Discussion Explain that stability means that a system stays the same. Have students compare the photos on the left and right. The canyon stays the same from day to day. So, it is a stable system. The photo on the right shows that lot of soil moved very quickly following a heavy rain. The photo on the right shows a system that changed quickly and is not stable. Vocabulary Support If students need vocabulary support for the words stability or change, show students photos of stable systems and rapidly changing systems. Have students write stability or change on the pictures. Student Writing Have students work together to complete the Themes and Concepts Activity to support sense-making. Address Misconceptions	(Slide) Stability and Change Objects, organisms, and systems can change or stay the same. What is changing in this picture? (image) ELS25_PPT02_TX_T02L01_A001_KitchenObjects-01.jpg (Slide Note) Stability and Change Teacher Support Draw students' attention to the picture. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Discussion Explain that stability means that a system stays the same. Ask What is changing in the picture? How do you know? Sample answer: The egg. The egg is rolling off the counter and breaks on the floor. Ask What is stable—or is staying the same in the picture? How do you know? Sample answer: The books, canisters, frying pan, and towel are stable. They are not changing. The cabinet system and oven system is stable. They are not changing. Vocabulary Support If students need vocabulary support for the words stability or change, show students photos of stable systems and organisms, and organisms changing (an insect undergoing metamorphosis) and rapidly changing systems (landslides). Have students write stability or change on the pictures. Student Writing Have students work together to complete the Themes and Concepts Activity to support sense-making. Address Misconceptions

*updated since previous report

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade K Digital Component	9781428553767		37	SEPS and Themes Preview Presentation		Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change is always happening. For example, water in the picture of the canyon on the left is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year. When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them.	Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change may still be occurring, even when you cannot see it. For example, show an image of a canyon with a river going through it. Explain that water is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year.
Grade K Teacher Guide	9781323223314		62	Everyday Phenomenon Photo		How do fireworks help us see at night?	How do the fireworks change what you can see?
Grade K Teacher Guide	9781323223314		64	Experience 1, During the Stations		Why can you see the objects?	What helps you see the objects?
Grade K Teacher Guide	9781323223314		65	Literacy Station		How can light be different?	How does light help you see?
Grade K Teacher Guide	9781323223314		Experience-At-A-Glance	Teacher Prep Video Box		Teacher Prep Video Remember to watch or listen to the Teacher Prep Video to prepare to teach this experience!	We will delete this box and sentence as it is in the wrong place.
Grade K Teacher Guide	9781323223314		67	Evaluate, Exit Ticket		LIGHT Remind students of the Everyday Phenomenon, How do the fireworks help us see at night? Have students refer to their initial thoughts they used to answer the question. Ask How do fireworks change what you can see in the night sky? Have students work in pairs to communicate an answer to the question.	LIGHT Remind students of the Everyday Phenomenon, How do the fireworks help us see at night? Have students refer to their initial thoughts they used to answer the question. Ask How do fireworks change what you can see? Have students work in pairs to communicate an answer to the question.
Grade K Teacher Guide	9781323223314		8	Topic 1 Planner, Experience 1, Everyday Phenomenon Photo		Why can we describe this object more than one way?	Why can we describe this object in more than one way?
Grade K Teacher Guide	9781323223314		68	Experience 2, At-A-Glance, Engage, Explore		Everyday Phenomenon Demo How can you make shapes on the wall? Stations Literacy Station What is the shadow?	Everyday Phenomenon Demo How can you make shapes appear on the wall? Stations Literacy Station How is a shadow made?

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade K Teacher Guide	9781323223314		32	Topic 2 Planner, Experience 1, Everyday Phenomenon Demo		What can you pull out of the bag with a magnet?	How can some objects be pulled from a bag without using your hands?
Grade K Teacher Guide	9781323223314		100	Experience 3, At-A-Glance, Everyday Phenomenon Photo		What is happening to the weather?	Why did the weather change?
Grade K Teacher Guide	9781323223314		125	Experience 2, At-A-Glance, Explain/Elaborate		WalkSTEM Earth Materials All Around You As a class, take a walk to observe how natural resources are used in and around your school or neighborhood.	STEAM Activity Make a Book About Natural Resources As a class, design and create a book about the natural resources observed in your local area.
Grade K Teacher Guide	9781323223314		130	Elaborate		TalkSTEM Icon STEAM Extension Activity STEAM Extension Activity	STEAM Activity STEAM Activity
Grade K Teacher Guide	9781323223314		161	Revisit the Everyday Phenomenon		Have students apply what they learned in the Stations to the Everyday Phenomenon Why do plants look and smell the way they do? Students may want to discuss with a partner any new understandings they have about the phenomenon.	Have students apply what they learned in the Stations to the Everyday Phenomenon Why do plants change? Students may want to discuss with a partner any new understandings they have about the phenomenon.
Grade K Teacher Guide	9781323223314		167	TEKS Progression		LOOK BACK VI.B.1 Observe, investigate, describe, and discuss the characteristics of organisms. VI.B.2 Describe life cycles of organisms. Vi.B.3 Observe, investigate, describe, and discuss the relationship of organisms to their environments.	LOOK BACK PK VI.B.1 Observe, investigate, describe, and discuss the characteristics of organisms. PK VI.B.2 Describe life cycles of organisms. PK Vi.B.3 Observe, investigate, describe, and discuss the relationship of organisms to their environments.
Grade K Student Activity Companion	9781323223291		21	Literacy Station Activity		Which is the shadow?	How are shadows made?

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade K Digital Component	9781428553767		all	STEAM Activity, Make a Field Guide for Rocks, footer		Earth Materials: Rocks	Rocks, Soil, and Water: Rocks
Grade K Digital Component	9781428553767		1	Topic 5, Experience 2, Key Ideas Presentation		Natural Resources	Use of Earth Materials
Grade K Digital Component	9781428553767		34-35	SEPS and Themes Preview Presentation		(Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.) (slide notes) Sample answer: A plain and a bird. Both fly.	(slide notes) Sample answer: A plane and a bird. Both fly.

Publisher: TPS Publishing

Science, Grade K

STEAM into Science - Grade Kindergarten Edition: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Assessment Guide - Kindergarten Teacher Edition	9781788057974	View Current Link	Page 140	Question 2		N/A	Answer check mark at answer 2

Publisher: Savvas Learning

Science, Grade 1

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 1 Teacher Guide	9781323223321		161	Topic 6 Planner, Experience 3, Everyday Phenomenon Demo		5 mins	15 mins
Grade 1 Teacher Guide	9781323223321		Experience-At-A-Glance	Teacher Prep Video Box		Teacher Prep Video Remember to watch or listen to the Teacher Prep Video to prepare to teach this experience!	We will delete this box and sentence as it is in the wrong place.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 1 Teacher Guide	9781323223321		9	Topic 1 Planner, Experience 3, Elaborate		Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		28	Experience 3 At-A-Glance, Explain/Elaborate		Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		34	Elaborate		Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		40	Topic 2 Planner, Experience 2, Explain Elaborate		Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		41	Topic 2 Planner, Experience 3, Explain Elaborate		STEAM Activity Draw a Recipe Step-by-Step Diagram	STEAM Activity Draw a Recipe
Grade 1 Teacher Guide	9781323223321		53	Experience 2 At-A-Glance, Explain/Elaborate		Additional STEAM Activity	STEAM Activity
Grade 1 Teacher Guide	9781323223321		58	Elaborate		Additional STEAM Activity	STEAM Activity

Publisher: Savvas Learning

Science, Grade 2

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

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 2 Teacher Guide	9781323223338		Experience-At-A-Galance	Teacher Prep Video Box		Teacher Prep Video Remember to watch or listen to the Teacher Prep Video to prepare to teach this experience!	We will delete this box and sentence as it is in the wrong place.
Grade 2 Teacher Guide	9781323223338		8	Topic Planner, Experience 1; Hands-On Station		Hands-On Station How much can you bend it?	Hands-On Station Which objects can bend?
Grade 2 Teacher Guide	9781323223338		12	At-A-Glance; Hands-On Activity		Hands-On Station How much can you bend it?	Hands-On Station Which objects can bend?

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 2 Digital Components	9781428553781		34-35	Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.		(slide notes) Sample answer: A plain and a bird. Both fly.	(slide notes) Sample answer: A plane and a bird. Both fly.
Grade 2 Teacher Guide	9781323223338		16	Hands-On Activity		How much can you bend it?	Which objects can bend?

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 2 Digital Components	9781428553781		37	Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.		Slide) Stability and Change Water is one factor that causes Earth's surface to change. It took millions of years for water to form this canyon. A heavy rain caused this land to change quickly. (Image of Canyon)(Image of flooded field) (Slide Notes) Stability and Change Teacher Support Draw students' attention to the two pictures. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Ask Which picture shows a fast change? Sample answer: The picture on the right shows a change that happens quickly. Ask What happened in the photo on the right to cause a fast change? Sample answer: Heavy rains caused a large amount of soil to move quickly and carve out the opening. Discussion Explain that stability means that a system stays the same. Have students compare the photos on the left and right. The canyon stays the same from day to day. So, it is a stable system. The photo on the right shows that lot of soil moved very quickly following a heavy rain. The photo on the right shows a system that changed quickly and is not stable. Vocabulary Support If students need vocabulary support for the words stability or change, show students photos of stable systems and rapidly changing systems. Have students write stability or change on the pictures. Student Writing Have students work together to complete the Themes and Concepts Activity to support sense-making. Address Misconceptions	(Slide) Stability and Change Objects, organisms, and systems can change or stay the same. What is changing in this picture? (image) ELS25_PPT02_TX_T02L01_A001_KitchenObjects-01.jpg (Slide Note) Stability and Change Teacher Support Draw students' attention to the picture. Ask them to describe what they see. Display the next slide. Read the slide aloud to the class. Discussion Explain that stability means that a system stays the same. Ask What is changing in the picture? How do you know? Sample answer: The egg. The egg is rolling off the counter and breaks on the floor. Ask What is stable—or is staying the same in the picture? How do you know? Sample answer: The books, canisters, frying pan, and towel are stable. They are not changing. The cabinet system and oven system is stable. They are not changing. Vocabulary Support If students need vocabulary support for the words stability or change, show students photos of stable systems and organisms, and organisms changing (an insect undergoing metamorphosis) and rapidly changing systems (landslides). Have students write stability or change on the pictures. Student Writing Have students work together to complete the Themes and Concepts Activity to support sense-making. Address Misconceptions

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Grade 2 Digital Components	9781428553781		37	Error reported in Grade 1. This is a shared component. All Subsequent slides have been renumbered.		Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change is always happening. For example, water in the picture of the canyon on the left is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year. When scientists talk about stability, they mean that the changes are so small or so slow that we cannot easily observe them.	Students may believe that if they cannot see the change in a system, the system is not changing. Explain that change may still be occurring, even when you cannot see it. For example, show an image of a canyon with a river going through it. Explain that water is constantly wearing away rock along the sides of the canyon, but the change happens too slowly to notice from day to day or even year to year.
Grade 2 Teacher Guide	9781323223338		19	Revist Anchoring Phenomenon		Remind students of the Anchoring Phenomenon, How do the properties of this chocolate change as it is made?	Remind students of the Anchoring Phenomenon, How do the properties of this chocolate change?
Grade 2 Teacher Guide	9781323223338		20	At-A-Glance; Literacy Station		Literacy Station How does heat change it?	Literacy Station How can matter change?
Grade 2 Teacher Guide	9781323223338		27	Revist Anchoring Phenomenon		Remind students of the Anchoring Phenomenon video, How do the properties of this chocolate change as it is made?	Remind students of the Anchoring Phenomenon video, How do the properties of this chocolate change?
Grade 2 Teacher Guide	9781323223338		35	Evaluate			
Grade 2 Teacher Guide	9781323223338		35	Evaluate		Exit Ticket COMBINING MATTER Remind students of the Everyday Phenomenon, What shape would you make from these materials? Why? Have students refer to the initial thoughts they used to answer this question. Say Record all the ways you can think of that you could use the clay and the toothpicks to make shapes. Have students discuss the prompt in pairs. REVISIT ANCHORING PHENOMENON Remind students of the Anchoring Phenomenon video, How do the properties of chocolate change as it is made? Ask How could the chocolate candy be used to make a new object with a different purpose? Sample answer: The chocolate hearts could be attached	Exit Ticket COMBINING MATTER Remind students of the Everyday Phenomenon, What is the same in these two structures? Have students refer to the initial thoughts they used to answer this question. Say Record all the ways you can think of that you could use the clay and the toothpicks to make shapes. Have students discuss the prompt in pairs. REVISIT ANCHORING PHENOMENON Remind students of the Anchoring Phenomenon video, How do the properties of chocolate change? Ask How could the chocolate candy be used to make a new object with a different purpose? Sample answer: The chocolate hearts could be attached

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 3

Texas ADI Learning Hub for Science, 3rd Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas ADI Learning Hub for Science, 3rd Grade	9798987754801	View Current Link		Congress Avenue Bats, Task Stage, Activity 2	View Updated Link	Old Language for Tip for Teaching: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.	Updated Tip: We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

Publisher: Savvas Learning

Science, Grade 3

Texas Experience Science Grade 3 (Print with digital): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 3 Teacher Guide	9781323223345		Experience-At-A-Galance	Teacher Prep Video Box		Teacher Prep Video Remember to watch or listen to the Teacher Prep Video to prepare to teach this experience!	We will delete this box and sentence as it is in the wrong place.
Grade 3 Student Activity Companion Vol 1	9781323222775		1	Topic 1 Anchoing Phenomenon		Anchoring Phenomenon How is ice cream made in an instant?	Anchoring Phenomenon How can you make ice cream in an instant?
Grade 3 Student Activity Companion Vol 1	9781323222775		1	Anchoing Phenomenon		Anchoring Phenomenon How is ice cream made?	Anchoring Phenomenon How is ice cream made in an instant?
Grade 3 Teacher Guide	9781323223345		152	Topic 6 Planner, Experience 2		Everyday Phenomenon Demo How do changes in a food chain affect the ecosystem?	Everyday Phenomenon Demo How do changes in a food chain in Texas affect the ecosystem?
Grade 3 Student Activity Companion Vol 1	9781323222775		49	Everyday Phenomenon		Everyday Phenomenon Why is concrete used in construction?	Everyday Phenomenon Why is concrete a good building material?

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 4

Texas ADI Learning Hub for Science, 4th Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas ADI Learning Hub for Science, 3rd Grade	9798987754801	View Current Link		Congress Avenue Bats, Task Stage, Activity 2	View Updated Link	Old Language for Tip for Teaching: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.	Updated Tip: We suggest creating a wonder wall where you can write down things students wonder about in response to the phenomenon. A wonder wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The wonder wall also provides resources for extension activities for students in the Do and Share stage.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas ADI Learning Hub for Science, 4th Grade	9798987754818	View Current Link		Differences in the Duration of Daylight, Report stage, Activity 1	View Updated Link	Original directions for students were incomplete.	Updated directions for students. The directions for students now read: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections: Introduction—this is where you need to tell the reader what you were trying to figure out and why. Method—this is where you need to describe what you did to answer the guiding question and why. Argument—this is where you need to share what you figured out through an evidence-based argument. You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file. In your report, you want to demonstrate your understanding about (1) how to identify and use patterns to explain phenomenon, (2)how to collect and analyze data to identify sequences in seasons, and (3) how to collect and analyze data to predict patterns of change in seasons. You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report. When you are finished writing, let your teacher know that you are ready to move on to the next activity

Publisher: Savvas Learning

Science, Grade 4

Texas Experience Science Grade 4 (Print with digital): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 4 Teacher Guide	9781323223352		40	second column		STEAM Activity How can you determine if objects fall at the same speed?	STEAM Activity Investigate Relative Speed

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 4 Teacher Guide	9781323223352		53	STEAM Activity		STEAM Activity How can you determine if objects fall at the same speed?	STEAM Activity Investigate Relative Speed
Grade 4 Teacher Guide	9781323223352		58	STEAM Activity		STEAM Activity How can you determine if objects fall at the same speed?	STEAM Activity Investigate Relative Speed

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 5

Texas ADI Learning Hub for Science, 5th Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Texas ADI Learning Hub for Science, 5th Grade	9798987754825	View Current Link		Plant Diversity, Report Stage, Activity 1	View Updated Link	Finally, you also want to include what you know about scale, proportion and energy quantity.	Finally, you also want to include what you know about scale, proportion and quantity.

Publisher: Houghton Mifflin Harcourt

Science, Grade 5

HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 119	image of dogs and image of billiards table		image of dogs above "unbalanced forces" vocabulary term and definition; image of billiards table above "balanced forces" vocabulary term and definition	image of billiards table above "unbalanced forces" vocabulary term and definition; image of dogs above "balanced forces" vocabulary term and definition
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 196	image of laser pointer and prism		image of laser pointer and prism	N/A
HMH Into Science Texas Teacher Guide Grade 5	9780358841586	View Current Link	p. 197	image of laser pointer and prism		image of laser pointer and prism	N/A
HMH Into Science Texas Student Edition Print Consumable Grade 5	9780358861683	View Current Link	p. 244	image of laser pointer and prism		image of laser pointer and prism	N/A

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH Into Science Texas Student License Digital Grade 5	9780358859758	View Current Link	TEKS Lesson 5.8.C, Day 2, Screen 8	Multiple Choice Interactivity, image		image of laser pointer and prism	N/A

Publisher: Savvas Learning

Science, Grade 6

Texas Experience Science Grade 6 (Print with digital): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Grade 6 Teacher Guide	9781418398651		286	Differentiated Instruction		exosystem	ecosystem

Publisher: Summit K12 Holdings

Science, Grade 6

Dynamic Science 6th Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Science 6th Grade	9781616180317			6.6A Formative Assessment 1 Q6	View Updated Link	N/A	As a result of TRR guidance, removed an image
Dynamic Science 6th Grade	9781616180317			6.6C Lesson Guide -- Under Apply/Extend -- Research Prompt: Finding the Elements	View Updated Link	tmetals	metals

Publisher: Discovery Education Inc

Science, Grade 7

Science Techbook for Texas by Discovery Education - Grade 7: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Teacher Edition	9781616292539		70	Side column, under Texas Essential Knowledge and Skills, first standards code		7.12.A	7.14.A

Publisher: Summit K12 Holdings

Science, Grade 7

Dynamic Science 7th Grade: ELPS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Science 7th Grade	9781433409509			7.6C Formative Assessment 2 Q10	View Updated Link	N/A	Fixed a technical issue that resulted in a broken image link
Dynamic Science 7th Grade	9781433409509			7.7C Formative Assessment 1 Q6	View Updated Link	The graph describes the motion of of a bicyclist.	The graph describes the motion of a bicyclist.

Publisher: Summit K12 Holdings

Science, Grade 8

Dynamic Science 8th Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Science 8th Grade	9781433409523			8.7A Formative Assessment 2 Q4	View Updated Link	23 N	23 kg

Publisher: Savvas Learning

Science, (Spanish) Grade 2

Texas Experimenta las Ciencias Grade 2 (Print with digital): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Lee y entérate	9781428514256		p. 5	Topic 4, Lee y entérate, El Sol y la Luna label		En el Observatorio McDonald en Austin, Texas, hay telescopios enormes.	En el Observatorio McDonald en Fort Davis, Texas, hay telescopios enormes.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 5

HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 5: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 196	image of laser pointer and prism		image of laser pointer and prism	N/A
HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5	9780358841760	View Current Link	p. 197	image of laser pointer and prism		image of laser pointer and prism	N/A
HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5	9780358881339	View Current Link	p. 244	image of laser pointer and prism		image of laser pointer and prism	N/A
HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5	9780358881599	View Current Link	TEKS Lesson 5.8.C, Day 2, Screen 8	Multiple Choice Interactivity, image		image of laser pointer and prism	N/A

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 6

Dynamic Science (Spanish) 6th Grade: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Science (Spanish) 6th Grade	9781433407291			6.10C Study Guide -- Wrap Up -- Question 3	View Updated Link	Sedimentario	sedimentarias

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Science (Spanish) 6th Grade	9781433407291			6.10B Video -- Layers of Earth (8:01 - 9:24)		núcleo interior o exterior	núcleo interno o externo
Dynamic Science (Spanish) 6th Grade	9781433407291			6.10B Study Guide -- Apply	View Updated Link	núcleo central	núcleo interno
Dynamic Science (Spanish) 6th Grade	9781433407291			6.8B Lesson Guide -- Under Key Concepts -- Gear Activity - Conservation of Energy in Transformation Stations; objective paragraph	View Updated Link	conserva conserva	conserva
Dynamic Science (Spanish) 6th Grade	9781433407291			6.11B Lesson Guide -- Under Key Concepts -- Gear Activity Farming Models	View Updated Link	cres	crees
Dynamic Science (Spanish) 6th Grade	9781433407291			6.10C Lesson Guide -- Under Key Concepts -- Gear Activity Chocolate Rock Cycle (Step One) with Organizer	View Updated Link	calente	caliente

Publisher: Savvas Learning

Biology

Texas Miller & Levine Experience Biology (Print with digital): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology Student Handbook	9781418358921	View Current Link	241	PCR Testing for COVID-19	View Updated Link	In art, and steps 1, 5, and 6, "COVID" Step 2, caption, "The single-stranded RNA genome of the virus is copied into double-stranded DNA."	In art, and steps 1, 5, and 6, "COVID-19" Step 2, caption, "Single-stranded RNA in the sample is copied into double-stranded DNA."
Biology Student Handbook	9781418358921	View Current Link	259	Solving Problems captionRevisit Anchoring Phenomenon	View Updated Link	Solving Problems caption, line 1, "zebra fish" Revisit AP, line 4, "prompt"	Solving Problems caption, line 1, "zebrafish" Revisit AP, line 4, "prompts"

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology Student Handbook	9781418358921	View Current Link	261	Revisit Anchoring Phenomenon	View Updated Link	Line 9, "and improvement to"	Line 9, "and improvements to"
Biology Student Handbook	9781418358921	View Current Link	533	Hunting and Fishing, second paragraph	View Updated Link	Line 1, "Properly managed and monitored..." Line 4, "white-tailed deer. Bull illegal trophy hunting"	Line 1, "Proper management and monitoring ..." Line 4, "white-tailed deer. But illegal trophy hunting"
Biology Teacher Guide	9781418358938	View Current Link	49	Main column, first paragraph under Rise Up, line 5		Main column, first paragraph under Rise Up, line 5 question (in blue) Ask What affect do	Main column, first paragraph under Rise Up, line 5 question (in blue) Ask What effect do
Biology Student Handbook	9781418358921	View Current Link	300	Fossils and Ancient Life	View Updated Link	First paragraph, Line 4, "life on earth" First paragraph, last sentence "Scientists must gather as much information from the available fossil records."	First paragraph, Line 4, "life on Earth" First paragraph, delete the last sentence ("Scientists must gather...")
Biology Teacher Guide	9781418358938	View Current Link	54	Main column, Materials list for Inquiry Lab, last line		with clamp, 20-mL syringe, 27-mL vials with screw caps, 2 weighing dishes	with clamp, 20-mL syringe, 2 7-mL vials with screw caps, 2 weighing dishes
Biology Student Handbook	9781418358921	View Current Link	305	Geologic Time Scale caption	View Updated Link	last line, "Phanerozoic era."	last line, "Phanerozoic eon."
Biology Teacher Guide	9781418358938	View Current Link	198	Preview the Investigation, line 3		mechanism of evolution, ...	mechanisms of evolution, ...
Biology Teacher Guide	9781418358921	View Current Link	T34	Investigation 10, Experience 2		Investigation 10, Experience 2 entry, Biogeogrpaphy and Homologies	Investigation 10, Experience 2 entry, Biogeography and Homologies
Biology Student Handbook	9781418358921	View Current Link	351	The Parts of a Flower diagram	View Updated Link	The Parts of a Flower art, the Ovary and Ovule structures are not included in the Carpel master label	Art has been corrected; the labels and leaders to the Stamen, Anther, and Filament has been switched with the Carpel, Stigma, and Style. The corrected art master label for the Carpel includes the Ovule and Ovary as well as Stigma and Style
Biology Teacher Guide	9781418358938	View Current Link	295	side column, Take it Local, line 2		Carter Blood Care Center to learn how	Carter BloodCare Center to learn how
Biology Teacher Guide	9781418358921	View Current Link	T37	TEKS Correlation chart, entry for 1F		Organize quantitative and qualitative and data using scatter plots, line graphs, bar graphs, charts, data tables, digital tools, diagrams, scientific drawings, and student-prepared models.	Organize quantitative and qualitative data using scatter plots, line graphs, bar graphs, charts, data tables, digital tools, diagrams, scientific drawings, and student-prepared models.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology Student Handbook	9781418358921	View Current Link	379	Question 59Question 63	View Updated Link	Question 59, "SEP Plan an Investigation You are doing an investigation on water transport in carnation plants. You compare the ability of modified plants to pull up food-colored water through the stem. How could you design an experiment to test the effects of evaporation on water transport without removing the leaves? What do you predict will happen?" Question 63, "In this experimental setup, what is the control? What are the two variables?"	Question 59, "SEP Plan an Investigation You are doing an investigation on water transport in carnation plants. How could you design an experiment, using food-colored water, to test the effects of evaporation on water transport without removing the leaves? What do you predict will happen?" Question 63, "In this experimental setup, what is the control? What is the independent variable?"
Biology Teacher Guide	9781418358938	View Current Link	296	main column, bottom of page		Nutrient and Waste Systems in Animals	Nutrient and Waste Regulation in Animals
Biology Student Digital Access	9781428553941			Investigation Answer Key, Investigation 4, question 43		Question 43, Predicted genotype ratios: RrGg: 1/4, rrGg: 1/4; Rrgg: 1/4; rrgg: ¼; Predicted phenotype ratios: round, green: 1/4; elongated, green: 1/4; round, striped: 1/4; elongated, striped: 1/4	Question 43 (answer changed to reflect student facing question in the Experience Handbook due to TEKS-required change): Students' Punnett squares should model parental combinations that result in all round, green offspring. For each trait there must be at least one parent with the homozygous dominant genotype in order to produce all round, green offspring. Possible combinations include Rrgg x RRGG, RrGG x RRGg, and rrgg x RRGG. Parents that both have the genotype RRGG will be true-breeding and produce all round, green offspring.
Biology Student Digital Access	9781428553941			Investigation Answer Key, Investigation 9, question 15		Question 15, Use Mathematical Calculations In the diagram of allele frequencies, there are a total of 50 alleles—20 are black (B) and 30 are brown (b). How many of each allele would be present in a total of 100 alleles? There would be 40 black and 60 brown alleles.	Question 15 (answer changed to reflect student facing question in the Experience Handbook due to TEKS-required change): Organize Quantitative Data Using Scientific Drawings Make a scientific drawing to organize allele frequency data for a population of mice that has a total of 40 alleles—30 are black (B) and 10 are brown (b). Students' scientific drawings should have 40 symbols that each represent a single allele. 30 symbols should be labeled or styled as the black (B) allele and 10 as the brown (b) allele.
Biology Student Handbook	9781418358921	View Current Link	36	side column, Prokaryotic Cell diagram	View Updated Link	Prokaryotic Cell, leader was pointing to cell wall (but labeled Cell Membrane)	Prokaryotic Cell, label should read "Cell wall" same art, add label "Cell membrane"
Biology Student Handbook	9781418358921	View Current Link	182	Visual Analogy: Translation art, bottom right panel of art	View Updated Link	The free/finished polypeptide has too many amino acids	Correct art so that the free/finished polypeptide is the same length as the polypeptide attached in the ribosome

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Biology Student Handbook	9781418358921	View Current Link	220, 228, 230	See column H	View Updated Link	Existing material uses term genomic imprinting in some cases and genetic imprinting in others. (see p. 220, Vocab list; p. 228, Genome Privacy, line 1; p. 228, main column, Gene Imprinting head, vocab term, second paragraph, line 1, fourth paragraph, line 5, side column; and p. 230, Question 40, line 1)	In all cases, change genomic imprinting to genetic imprinting
Biology Student Handbook	9781418358921	View Current Link	221	Restriction Enzymes art and text on page	View Updated Link	In all cases--text and art, italicize the first three letters of each restriction enzyme; change BamI to BamHI	EcoRI;BamHI; HaeIII

Publisher: Summit K12 Holdings

Biology

Dynamic Biology: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Biology	9781433406898			Teacher Guide Biology Master Materials List	View Updated Link	NA	Link was broken during the review.

Publisher: Savvas Learning

Chemistry

Texas Experience Chemistry (Print with digital): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Chemistry Student Handbook	9781418358891	View Current Link	515	Investigation 14, Experience 3, graphic, 3rd paragraph	View Updated Link	coulomb/kg	coulombs/kg

Publisher: Summit K12 Holdings

Chemistry

Dynamic Chemistry: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Chemistry	9781433406973			Lesson Guide 6.2: Activity Putting it All Together: Calculating Mass and Particles	View Updated Link	Formulat Unit was designated as F.U.	The new unit is designated as "for. units"
Dynamic Chemistry	9781433406966			Teacher Guide: Chemistry Master Materials List	View Updated Link	NA	NA The link did not work during the review.

Publisher: Summit K12 Holdings

Integrated Physics and Chemistry

Dynamic Integrated Physics and Chemistry: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Integrated Physics and Chemistry	9781433407093			Lesson 2.4 Study Guide Key	View Updated Link	The movement of thermal energy through a system by a current. This occurs in gases.	The movement of thermal energy through a system by a current. This occurs in liquids and gases.
Dynamic Integrated Physics and Chemistry	9781433407093			Lesson Guide 1.1Activity: Graphing Motion Investigation	View Updated Link	NA	Data Table has been corrected.
Dynamic Integrated Physics and Chemistry	9781433407093			Lesson 2.5Activity: Transfer of Energy by Waves-Teacher	View Updated Link	seismis	Corrected spelling to: seismic
Dynamic Integrated Physics and Chemistry	9781433407093			Lesson 1.5 Study GuideQuestion 7	View Updated Link	This force creates all the chemical reactions happening in your body attracts and repels.	This force attracts and repels.

Publisher: McGraw Hill

Physics

McGraw Hill Texas Physics: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Teacher Edition	9781265775384		1036	left column, last light blue header bar		Combined Series-Parallel Circuits	Combination Series-Parallel Circuits
McGraw Hill Texas Physics Student Edition	9780077006846		370	Figure 25 caption		Mussels and small crabs observed around a formerly active hydrothermal vent.	Mussels and small crabs can be found around a formerly active hydrothermal vent.
McGraw Hill Texas Physics Student Edition	9780077006846		850	1st paragarph, last sentence		The net result (subtracting out the two protons produced in the final step) is that four protons produce one 42He, two positrons, and two neutrinos.	The net result (subtracting out the two protons produced in the final step) is that four protons produce one 42He, two positrons, two neutrinos, and two gamma rays.
McGraw Hill Texas Physics Teacher Edition	9781265775384		643	table, left column, text of TEKS		Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, and photosynthesis.	Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, or photosynthesis.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1300	Item 2, "IN-CLASS Example 1," question		Write the nuclear equation for the decay of radioactive 3787Rb to 3788Sr by the emission of a beta particle and an antineutrino.	Write the nuclear equation for the decay of radioactive 3787Rb to 3887Sr by the emission of a beta particle and an antineutrino.
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, Step 2, part a, 2nd set of gray boxes		q = Fgd/ΔV =(2.4×10−14 N)(0.012 m)/450 V Substitute Fg = 2.4×10−14 N, d = 0.012 m, ΔV = 450 V. = 6.4×10−19 C	q = −Fgd/ΔV = −(−2.4×10−14 N)(0.012 m)/−450 V Substitute Fg = −2.4×10−14 N, d = 0.012 m, ΔV = −450 V. = −6.4×10−19 C
McGraw Hill Texas Physics Teacher Edition	9781265775384		114	bottom of right column		REVIEW RESOURCES LearnSmart TEKS 5.A TEKS 5.B TEKS 5.C 15 min	DIFFERENTIATION RESOURCES LearnSmart TEKS 5.A TEKS 5.C 15 min
McGraw Hill Texas Physics Teacher Edition	9781265775384		1037	last item on page, "Quick Demo: Breaking a Circuit," last 4 sentences		Turn on the power supply and slowly increase the current until the steel wool is ignited and melts to break the circuit. Ask students to explain what happened. The increasing current heated the steel wool enough to melt it. Have students consider how this concept could be used as a safety device in home electrical circuits.	Turn on the power supply and slowly increase the current until the steel wool rapidly oxides to form iron(III) oxide, which crumbles and causes the circuit to break. Visually, this may look like the steel wool is melting. Ask students to explain what happened. The increasing current heated the steel wool enough to cause it to burn. Have students consider how this concept could be used as a safety device in home electrical circuits.
McGraw Hill Texas Physics Student Edition	9780077006846		384	First paragraph, last sentence		Also, land absorbs and releases energy more quickly than water.	In addition to the effects from albedo, water can absorb and retain more energy than land of the same temperature.
McGraw Hill Texas Physics Student Edition	9780077006846		853	Figure 21 caption, sentence 2		The main sequence is the path of stellar evolution that most stars take, including the Sun.	The Sun can be found on the main sequence.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Teacher Edition	9781265775384		658	table, left column, text of TEKS		Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, and photosynthesis.	Describe how energy is conserved through transfers and transformations in systems such as electrical circuits, food webs, amusement park rides, or photosynthesis.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1305	item 1, table, bottom row, center column		New isotopes	New element
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, Step 2, part b, 1st set of gray boxes		n = q/e = 6.4×10−19 C/1.602×10−19 C Substitute q = 6.4×10−19 C, e = 1.602×10−19 C. = 4.0	n = q/e = −6.4×10−19 C/−1.602×10−19 C Substitute q = −6.4×10−19 C, e = −1.602×10−19 C. = 4.0
McGraw Hill Texas Physics Teacher Edition	9781265775384		128	Flowchart on right		describe analyze motion in one dimension using equations and concepts	describe analyze motion in one dimension using equations with concepts of distance displacement speed velocity frames of references acceleration
McGraw Hill Texas Physics Student Edition	9780077006846		26	Example Problem 7, step "2. Solve for the Unknown," blue coaching text on right		State the formula for the volume of a rectangle.	State the formula for the volume of a rectangular prism.
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, Step 2, part b, text after gray boxes		The magnitude of the net charge on the drop is 6.4×10−19 C, which indicates 4 excess electrons.	The net charge on the drop is −6.4×10−19 C, which indicates 4 excess electrons.
McGraw Hill Texas Physics Teacher Edition	9781265775384		175	last item on page, "Topic: Newton's Second Law." answer text		= 1.20× 102 m/s2 m = Fnet/a = 1.10×105 N/(1.20×102 m/s2) = 917 kg	= 1.202× 102 m/s2 m = Fnet/a = 1.10×105 N/(1.202×102 m/s2) = 915 kg
McGraw Hill Texas Physics Teacher Edition	9781265775384		1041	1st light blue header bar		Topic: Combined Series-Parallel Circuits	Topic: Combination Series-Parallel Circuits
McGraw Hill Texas Physics Student Edition	9780077006846		387	Fourth paragraph (begins with run-in-head "Density Currents")		Another type of ocean current is a density current. Density currents are caused by differences in the temperature and salinity of ocean water, which, in turn, affect density. Density currents move slowly in deep ocean waters, following a general path that is known as the global conveyer belt.	Another type of ocean current is a density current. Density currents move slowly in deep ocean waters, following a general path that is known as the global conveyor belt. Because water density is affected by changes in temperature and salinity, this process is also called thermohaline circulation.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Student Edition	9780077006846		854	Paragraph 2		Only about the innermost 10 percent of a star’s mass can undergo nuclear reactions, because temperatures outside of this core never become hot enough for reactions to occur. Thus, when the hydrogen in its core is gone, a star has a helium center and outer layers made of hydrogen-dominated gas. Some hydrogen continues to react in a thin layer at the outer edge of the helium core, as illustrated in Figure 22. Meanwhile, as the core contracts, the temperature in the core becomes hot enough, at 100 million K, for helium to react and fuse into carbon. The increased energy output from helium-to-carbon fusion in the core increases the rate of hydrogen-to-helium fusion in the outer layer of the core. This in turn forces the outer layers of the star to expand and cool. The star is considered a giant because it is larger, but the color is red because the outer surface is relatively cool. Red giants are located to the upper right of the main sequence on the H-R diagram.	Only about the innermost 10 percent of a star's mass can undergo nuclear reactions because temperatures outside of this core never become hot enough for reactions to occur. When the hydrogen in its core is gone, a star is left with a helium center and outer layers made of mostly hydrogen gas. The helium core then contracts and heats up, allowing a thin shell of hydrogen to fuse around it, as illustrated in Figure 22. The ignition of the hydrogen shell causes the outer hydrogen layers to expand and cool. The star is considered a giant because it is larger, but the color is red because the outer surface is relatively cool. As helium builds up, the temperature in the core becomes hot enough, at 300 million K, for helium to react and fuse into carbon. The fusing helium causes the outer hydrogen layers to expand and cool even more. Red giants are located to the upper right of the main sequence on the H-R diagram.
McGraw Hill Texas Physics Teacher Edition	9781265775384		687	flow chart in right column, 2nd oval from top on right side		wave propagation in various media	wave propagation in various types of media
McGraw Hill Texas Physics Teacher Edition	9781265775384		767	Bullet point under "Unpack the TEKS"		investigate behaviors of waves including reflection, refraction, diffraction, interference, standing wave, the Doppler effect and polarization and superposition.	investigate behaviors of waves, including reflection, refraction, diffraction, interference, standing wave, the Doppler effect and polarization and superposition.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1314	1st item on page, 2nd sentence in black text		Each reaction has an input of one neutron and an output of two neutrons.	Each reaction has an input of one neutron and an output of three neutrons.
McGraw Hill Texas Physics Student Edition	9780077006846		65	Ask Yourself question (middle of page)		Identify[n space]In the equation for position, which variable is the slope? and which variable is the y-intercept?	Identify[n space]In the equation for position, which variable is the slope and which variable is the y-intercept?
McGraw Hill Texas Physics Student Edition	9780077006846		640	Example Problem 6, problem statement, sentence 1		A sphere was connected to the + pole of a 40-V battery while the − pole was connected to Earth.	A sphere was connected to the + pole of a 40.0-V battery while the − pole was connected to Earth.
McGraw Hill Texas Physics Teacher Edition	9781265775384		194	2nd item on page, "IN-CLASS Example 4," first line of answer text		Earth exerts a downward force on you: FEarth on you = mg = (55 kg)(9.8 N/kg) = –540 N	Earth exerts a downward force on you: FEarth on you = mg = (55 kg)(–9.8 N/kg) = –540 N
McGraw Hill Texas Physics Teacher Edition	9781265775384		1046	"Relevance: Why should students care?" 2nd sentence		You probably overloaded the circuit by demanding too much power at once.	You may have overloaded the circuit by demanding too much power at once or one of the devices may have a short circuit..

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Student Edition	9780077006846		392	Paragraph 3		Tectonic plates move apart along divergent boundaries. Most divergent boundaries are found along the seafloor. As shown in Figure 13, magma rises along the boundary as plates separate. The magma hardens and forms a mid-ocean ridge. A mid-ocean ridge is a continuous mountain chain on the ocean floor. Volcanoes and earthquakes are common along the ridge. Some divergent boundaries form on continents. When continental crust separates, the stretched crust forms a long, narrow depression called a rift valley. A rift system has worked to separate the African and Arabian plates over the course of 30 million years.	Tectonic plates move apart along divergent boundaries. Most divergent boundaries are found along the seafloor. As shown in Figure 13, magma rises along the boundary as the plates separate. Once it reaches the surface, the magma hardens and forms a mid-ocean ridge. A mid-ocean ridge is a continuous mountain chain on the ocean floor. When continental crust separates, the stretched crust forms a long, narrow depression called a rift valley. A rift system has separated the African and Arabian plates over the course of 30 million years. Most divergent boundaries have volcanoes and earthquake activity.
McGraw Hill Texas Physics Student Edition	9780077006846		908	Induced electromotive force, definition		The potential difference across a wire that results from the production of an electric field.	The potential difference across a wire that results from electromagnetic induction.
McGraw Hill Texas Physics Teacher Edition	9781265775384		706	2nd item under "Elaborate" header, sentences 3 and 4		Because of her interest in fluids, she invented the Ayrton fan that could safely remove gases from underground chambers. It became a deterrent to wartime gas attacks.	Because of her interest in fluids, she invented the Ayrton fan that could safely remove gases from underground chambers, making working conditions safer in sewers and mines.
McGraw Hill Texas Physics Teacher Edition	9781265775384		800	ELPS Support box, Beginning and Intermediate text		Beginning Use two rulers to demonstrate parallel and perpendicular. For each example, place two rulers parallel to each other. Point and say: They're parallel. With your hands, follow the directions of the rulers and say: The lines go straight ahead and never cross. Then repeat, but this time place the rulers so that they cross paths. Point and say: They're perpendicular. They cross paths. Repeat twice, once placing the rulers parallel, the other time perpendicular. Each time, point and ask: Are they parallel or perpendicular? parallel / perpendicular Intermediate Use two rulers to demonstrate parallel and perpendicular. For each example, place two rulers parallel to each other. Point and say: They're parallel. With your hands, follow the directions of the rulers and say: The lines go straight ahead and never cross. Then repeat, but this time place the rulers so that they cross paths. Point and say: They're perpendicular. They cross paths. Repeat twice, once placing the rulers parallel, the other time perpendicular. Each time, point and ask: Are they parallel or perpendicular? How do you know? Provide sentence frames: They're _____. parallel / perpendicular I know because they _____ paths. don't cross / cross	Beginning Use two rulers to demonstrate parallel and perpendicular. For each example, place two rulers parallel to each other. Point and say: They're parallel. With your hands, follow the directions of the rulers and say: The lines go straight ahead and never cross. Then repeat, but this time place the rulers so that they cross paths at 90°. Point and say: They're perpendicular. They cross paths at 90°. Repeat twice, once placing the rulers parallel, the other time perpendicular. Each time, point and ask: Are they parallel or perpendicular? parallel / perpendicular Intermediate Use two rulers to demonstrate parallel and perpendicular. For each example, place two rulers parallel to each other. Point and say: They're parallel. With your hands, follow the directions of the rulers and say: The lines go straight ahead and never cross. Then repeat, but this time place the rulers so that they cross paths at 90°. Point and say: They're perpendicular. They cross paths at 90°. Repeat twice, once placing the rulers parallel, the other time perpendicular. Each time, point and ask: Are they parallel or perpendicular? How do you know? Provide sentence frames: They're _____. parallel / perpendicular I know because they _____ paths. don't cross / cross at 90°
McGraw Hill Texas Physics Teacher Edition	9781265775384		1327	Under "Topic: Star Formation," answer text		The gravitational forces pulling the matter in a star inward toward the center are balanced by the outward pressure sustained by compression and by the thermal and kinetic energy released by nuclear reactions in the core.	The gravitational forces pulling the matter in a star inward toward the center are balanced by the outward pressure sustained by compression and by the thermal energy released by nuclear reactions in the core.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Teacher Edition	9781265775384		806	Under "Essential Question" head		How do scientists use the Doppler effect to measure how stars and galaxies are moving?	How do scientists use the Doppler effect to determine how stars and galaxies are moving?
McGraw Hill Texas Physics Teacher Edition	9781265775384		1335	right column, False Cognates, first sentence		Point out false cognates to help students a void errors.	Point out false cognates to help students avoid errors.
McGraw Hill Texas Physics Student Edition	9780077006846		91	First paragraph, last sentence, and table title		Table 4	Table 1
McGraw Hill Texas Physics Student Edition	9780077006846		660	Paragraph 2, sentence 1; Figure caption		Figure 15	Figure 14
McGraw Hill Texas Physics Teacher Edition	9781265775384		195	Under "Topic: Tension," "Visual Literacy" and accompanying image		Figure 26	Figure 27
McGraw Hill Texas Physics Teacher Edition	9781265775384		1181	Under "Evaluate," under "Topic: Using X-rays"		How are X-rays used in airport security? They are used in backscatter systems to produce images from lower-energy X-rays that reflect off luggage contents.	How are X-rays used in airport security? They are used in scanning systems that reveal luggage contents; backscatter systems, which use lower energy X-rays, are used to screen passengers.
McGraw Hill Texas Physics Student Edition	9780077006846		399	Paragraph 1, sentence 3		Chemical weathering occurs when rocks and minerals are broken down due to chemical reactions, such as water reacting with substances in the rocks.	Chemical weathering occurs when rocks and minerals are broken down or have their compositions changed by chemical reactions, such as water reacting with substances in the rocks.
McGraw Hill Texas Physics Student Edition	9780077006846		911	Magnetic field, defintion		The area around a magnet, or around any current-carrying wire or coil of wire, where a magnetic force exists.	The area around a magnet, or around any moving electric charge, where another magnet would experience magnetic force.
McGraw Hill Texas Physics Teacher Edition	9781265775384		710	Unpack the TEKS		[TEKS 8.D icon] The student knows the characteristics and behavior of waves. The student is expected to:	[TEKS 8.D icon] The student knows the characteristics and behaviors of waves. The student is expected to:
McGraw Hill Texas Physics Teacher Edition	9781265775384		809	1st item under "Engage"		Have students make their initial claims, using the Claim Evidence Reasoning (CER) strategy, to answer the essential question, “How do scientists use the Doppler effect to measure how stars and galaxies are moving?”	Have students make their initial claims, using the Claim Evidence Reasoning (CER) strategy, to answer the essential question, “How do scientists use the Doppler effect to determine how stars and galaxies are moving?”
McGraw Hill Texas Physics Teacher Edition	9781265775384		1398	Induced electromotive force, definition		The potential difference across a wire that results from the production of an electric field.	The potential difference across a wire that results from electromagnetic induction.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Student Edition	9780077006846		124	Bottom of page, after last paragraph, 2nd line of TEKS text		free-body	free body
McGraw Hill Texas Physics Student Edition	9780077006846		662	Figure 16 art		[image shows a battery that is a mix of a 9-V and a D cell]	[make this a standard 9-V battery]
McGraw Hill Texas Physics Teacher Edition	9781265775384		199	"Page 125"		Figure 23	Figure 24
McGraw Hill Texas Physics Teacher Edition	9781265775384		1218	Left column, 3rd light blue header bar under "Explain"		Quantized Energy	Quantized Energy in Atoms
McGraw Hill Texas Physics Student Edition	9780077006846		412	Paragraph 2, sentence 2		These conditions occur most frequently in an area called “Tornado Alley,” which extends from northern Texas through Oklahoma, Kansas, and Missouri.	These conditions occur most frequently in an area called “Tornado Alley,” which extends from Texas through South Dakota.
McGraw Hill Texas Physics Student Edition	9780077006846		914	Pair production, definition		The conversion of energy into a matter-antimatter pair of particles.	The conversion of a photon or Z boson into a matter-antimatter pair of particles.
McGraw Hill Texas Physics Teacher Edition	9781265775384		721	flowchart on right, top oval		Investigate the behavior of waves	investigate behaviors of waves
McGraw Hill Texas Physics Teacher Edition	9781265775384		812	1st item under "Elaborate"		Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the question, “How do scientists use the Doppler effect to measure how stars and galaxies are moving?”	Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the question, “How do scientists use the Doppler effect to determine how stars and galaxies are moving?”
McGraw Hill Texas Physics Teacher Edition	9781265775384		1401	Magnetic field, defintion		The area around a magnet, or around any current-carrying wire or coil of wire, where a magnetic force exists.	The area around a magnet, or around any moving electric charge, where another magnet would experience magnetic force.
McGraw Hill Texas Physics Student Edition	9780077006846		130	Example Problem 5, step 1, bullet 3, sentence 1		Draw the free-body diagram, and label for forces.	Draw the free-body diagram, and label the forces.
McGraw Hill Texas Physics Student Edition	9780077006846		673	paragraph 2, sentence 3		A ground-fault interrupter (GFI) is a device that contains an electronic circuit that detects small current differences between the two wires in the cord connected to an appliance. [note: bold text is highlighted]	A ground-fault circuit interrupter (GFCI) is a device that contains an electronic circuit that detects small current differences between the two wires in the cord connected to an appliance. [note: bold text is highlighted]

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Teacher Edition	9781265775384		199	"Page 127"		Figure 25	Figure 26
McGraw Hill Texas Physics Teacher Edition	9781265775384		1222	1st light blue header bar		Topic: Quantized Energy	Topic: Quantized Energy in Atoms
McGraw Hill Texas Physics Student Edition	9780077006846		428	First paragraph, sentence 1		Solar panels are becoming a common site on homes and businesses as people become more aware of the benefits of using solar technology to generate electricity..	Solar panels are becoming a common sight on homes and businesses as people become more aware of the benefits of using solar technology to generate electricity..
McGraw Hill Texas Physics Student Edition	9780077006846		916	Quantized, defintion		The property of energy that it exists only in bundles of specific amounts.	The property of a quantity that it exists only in bundles of specific amounts.
McGraw Hill Texas Physics Teacher Edition	9781265775384		728	2nd item on page, "Clarify a Preconception," last 2 sentences		Ask students what will eventually happen to southwestern California and Baja if present plate motions continue for millions of years at a rate of about 5 cm/y. Southwestern California and Baja will become an island off the coast of Oregon in 20 million years.	Ask students what will eventually happen to southwestern California and Baja California if present plate motions continue for millions of years at a rate of about 5 cm/y. Southwestern California and Baja California will become an island off the coast of Oregon in 20 million years.
McGraw Hill Texas Physics Teacher Edition	9781265775384		833	"Page 541 Figure 9 Look Closer," answer		The boy could not see his full height because light rays from the lower half of his body would be at such a large angle of incidence that the reflected ray would not reach his eye. However, because of the law of reflection, the boy could see most of his height by moving away from the mirror.	If the top of the mirror is aligned with the boy's eyes, then light rays from his feet will be directed to his eyes; however, he won't be able to see the part of his head that is above his eyes. If the mirror is moved upward so that the top is aligned with the top of his head, he can see his head, but his feet will be cut off. So while light from his entire height is reflected by the half mirror, his eyes are not always positioned to see his full height as a virtual image.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1404	Pair production, definition		The conversion of energy into a matter-antimatter pair of particles.	The conversion of a photon or Z boson into a matter-antimatter pair of particles.
McGraw Hill Texas Physics Student Edition	9780077006846		140	Example Problem 1, art, bottom triangle, angle label		θ =135°	θ2 =135°
McGraw Hill Texas Physics Student Edition	9780077006846		723	Connecting Math to Physics, text (top of page)		CONNECTING MATH to Physics Inequalities[n sapce] Study the following expressions to help you understand the relationships among potential difference (V), current (I), and the number of coils in transformers (N) in primary and secondary circuits.	Connecting Math to Physics Inequalities[n sapce] Study the expressions in the chart to help you understand the relationships among potential difference (V), current (I), and the number of coils in transformers (N) in primary and secondary circuits.
McGraw Hill Texas Physics Teacher Edition	9781265775384		203	right column, Driving Question Close, last sentence		Students will conclude that the force would be greater, meaning that the wheelchair user would need to exert more effort to push themselves up the ramp.	N/A

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Teacher Edition	9781265775384		1227	2nd to last item on page, title		Topic: Quantized Energy	Topic: Quantized Energy in Atoms
McGraw Hill Texas Physics Student Edition	9780077006846		459	Last paragraph, sentence 1		If you took a snapshot of a transverse wave on a coiled spring toy, it might look like one of the waves shown in Figure 9.	If you took a snapshot of a transverse wave on a rope, it might look like one of the waves shown in Figure 9.
McGraw Hill Texas Physics Teacher Edition	9781265775384		xxix	left column, Lesson 3		LESSON 3 TEKS 5.C	LESSON 3 TEKS 5.A, 5.C
McGraw Hill Texas Physics Student Edition	9780077006846		547	Figure 15		[main caption]Figure 15[n space]A virtual, upright, enlarged image is formed when an object, such as the block tower on the left, is placed between the focal point and the surface of a concave mirror. The ray diagram of this situation is shown on the right. Look Closer[n space]Explain the cause of the appearance of the other images in the mirror.	[format figure like other multi-part figures in the book; crop in tighter on dog in left photo] [main caption]Figure 15[n space]A virtual, upright, enlarged image is formed when an object is placed between the focal point and the surface of a concave mirror. Look Closer[n space]Explain the cause of the appearance of the other images (the grass and sky) in the mirror. [under left image]15A[n space]Reflection from a Concave Mirror [under right image]15B[n space]Ray Diagram for a Concave Mirror
McGraw Hill Texas Physics Teacher Edition	9781265775384		5	Right column, PhysicsLAB, last sentence		This lab should be done after Lesson 1.	This lab should be done after Lesson 2.
McGraw Hill Texas Physics Teacher Edition	9781265775384		836	2nd from last item on the bottom right		LearnSmart TEKS 8.C 15 min	LearnSmart TEKS 8.D 15 min
McGraw Hill Texas Physics Teacher Edition	9781265775384		1406	Quantized, defintion		The property of energy that it exists only in bundles of specific amounts.	The property of a quantity that it exists only in bundles of specific amounts.
McGraw Hill Texas Physics Student Edition	9780077006846		151	Example Problem 4, step 2a, third direction line		Find Ff and substitute it into the expression for a.	Find Ff.
McGraw Hill Texas Physics Student Edition	9780077006846		755	Figure 19 caption		Airport security can quickly use backscatter X-ray images to view the contents of luggage.	Airport security can use X-ray images to quickly view the contents of luggage.
McGraw Hill Texas Physics Teacher Edition	9781265775384		221	flowchart on right		[flowchart does not accurately reflect the TEKS]	[between top two ovals, add in blue text] including [for the bottom three ovals, revise so that it reads as follows] [left oval]free body diagram [right oval]relationship between force and acceleration
McGraw Hill Texas Physics Teacher Edition	9781265775384		1233	right column, last item		LearnSmart TEKS 9.D	LearnSmart TEKS 8.F, 9.D

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Student Edition	9780077006846		552	Paragraph 1, sentence 1		The Hubble Space Telescope (HST) is an example.	The Hubble Space Telescope (HST) is an example of optics precision.
McGraw Hill Texas Physics Teacher Edition	9781265775384		61	Table, 2nd standard under "High School," TEKS 5.C		Describe and analyze motion in one dimension using equations with the concepts of distance, displacement, speed velocity, frames of reference, and acceleration.	Describe and analyze motion in one dimension using equations with the concepts of distance, displacement, speed, velocity, frames of reference, and acceleration.
McGraw Hill Texas Physics Teacher Edition	9781265775384		845	"Page 547 Figure 15 Look Closer"		Explain the cause of the appearance of the other images in the mirror. The flag and the desk appear inverted because they are beyond the focal point of the mirror.	Explain the cause of the appearance of the other images (the grass and sky) in the mirror. The grassy hill and the sky appear inverted because they are beyond the focal point of the mirror.
McGraw Hill Texas Physics Student Edition	9780077006846		151	Example Problem 4, step 2a, fourth direction line		Looking at the diagram, we see that the frictional force is in the negative direction, so Ff = −μkmg.	Looking at the diagram, we see that the frictional force is in the negative direction, so Ff = −μkmg, which can be substituted into the expression for a.
McGraw Hill Texas Physics Student Edition	9780077006846		755	Paragarph 2		Another common use of X-rays is for airline security. Security officers at airports need to check luggage for weapons and other banned items, but with so many travelers, visual inspection would be far too time-consuming. X-ray imagers solve this problem by providing a look inside luggage without opening it. Backscatter systems produce images by detecting lower-energy X-rays that reflect off the luggage contents, as shown in Figure 19.	Another common use of X-rays is for airline security. Security officers at airports need to check luggage for weapons and other banned items, but with so many travelers, visual inspection would be far too time-consuming. X-ray imagers solve this problem by providing a look inside luggage without opening it, as shown in Figure 19. Newer backscatter systems produce more detailed images by detecting lower-energy X-rays that reflect off the luggage contents. Backscatter X-rays are also used to scan passengers.
McGraw Hill Texas Physics Teacher Edition	9781265775384		252	left column, last light blue header bar		Angled Launched Projectiles	Angled Launches
McGraw Hill Texas Physics Teacher Edition	9781265775384		1234	Under "Explore," 1st item, title and Sentences 1 and 2		Astronomy Connection: Willamina Fleming | 20 minutes Have students research the work of Willamina Fleming and then share their findings with a partner or with the class. Willamina Paton Stevens Fleming (1857– 1911) was an American physicist who was born in Scotland.	Astronomy Connection: Williamina Fleming | 20 minutes Have students research the work of Williamina Fleming and then share their findings with a partner or with the class. Williamina Paton Stevens Fleming (1857– 1911) was an American physicist who was born in Scotland.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1238	1st item on page, last 3 sentences		The same principle was achieved with light (LASER) in 1959 by Theodore Harold Maimen. Have students research the 1964 Nobel Prize in Physics. Townes, along with Russians Nicolay B. Basov and Alexsandr M. Prokhorov, received the 1964 Nobel Prize in Physics for “fundamental work in quantum electronics, which led to the construction of oscillators and amplifiers based on the maser-laser principle.”	The same principle was achieved with light (LASER) in 1959–1960 by Theodore Harold Maimen. Have students research the 1964 Nobel Prize in Physics. Townes, along with Russians Nicolay G. Basov and Alexsandr M. Prokhorov, received the 1964 Nobel Prize in Physics for “fundamental work in the field of quantum electronics, which has led to the construction of oscillators and amplifiers based on the maser-laser principle.”

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Student Edition	9780077006846		588	Bottom of page, after last paragraph, 2nd line of TEKS text		standing waves	standing wave,
McGraw Hill Texas Physics Teacher Edition	9781265775384		71	"Page 43 Figure 6 Look Closer," answer		It would indicate a position of +5.	It would indicate a position of +5 m.
McGraw Hill Texas Physics Teacher Edition	9781265775384		849	last item on page, "Discussion," answer text		The virtual image height gets larger and larger, and then disappears when the object reaches the focal point. The light rays are reflected as parallel rays that never meet. The mirror and magnification equations suggest that the virtual image is infinitely far away and infinitely large.	The virtual image height gets larger and larger, and then disappears when the object reaches the focal point. Similarly, the real image height increases until the object far from the mirror reaches the focal point. The light rays from the focal point are reflected as parallel rays that never meet. The mirror and magnification equations suggest that the virtual image is infinitely far away and infinitely large.
McGraw Hill Texas Physics Student Edition	9780077006846		180	2nd Ask Yourself		How are vectors used to describe relative motion in two dimensions	How are vectors used to describe relative motion in two dimensions?
McGraw Hill Texas Physics Student Edition	9780077006846		761	Second to last paragraph, second sentence		Backscatter X-ray systems are used at airline security stations to check for dangerous items in luggage.	X-ray systems are used at airline security stations to check for dangerous items in luggage. Backscatter X-ray systems can be used to scan passenger.
McGraw Hill Texas Physics Teacher Edition	9781265775384		325	Under "Evaluate," "Topic: Earth's Motion" and accompanying figure		Figure 20	Figure 21
McGraw Hill Texas Physics Teacher Edition	9781265775384		1246	Lesson 2 blue header bar		TEKS 8.E	N/A
McGraw Hill Texas Physics Student Edition	9780077006846		597	Bottom of page, after last paragraph, 2nd line of TEKS text		standing waves	standing wave,
McGraw Hill Texas Physics Teacher Edition	9781265775384		71	"Page 44 Figure 8 Look Closer," answer		The displacement from the lamppost to the cactus is –20 m, or 20 m to the left.	The displacement from the lamppost to the cactus is –19 m, or 19 m to the left.
McGraw Hill Texas Physics Teacher Edition	9781265775384		855	1st item on page, "Topic: Calculating Image Position," last line of answer to part b.		The image is 19 cm inside the mirror.	The image is 19 cm behind the mirror.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Student Edition	9780077006846		181	Example Problem 4, Step 2, 2nd set of gray boxes, blue coaching text on right		Substitute vm/b = 0.7 m/s, vb/w = 4.0 m/s.	Substitute vm/b = 0.75 m/s, vb/w = 4.0 m/s.
McGraw Hill Texas Physics Student Edition	9780077006846		803	Table 1, laser printer art, speech bubble 2, sentence 1		The laser's light changes the electrolastic charge on the photosenstive drum.	The laser's light changes the electrostatic charge on the photosenstive drum.
McGraw Hill Texas Physics Teacher Edition	9781265775384		327	after last item on page		N/A	Page 261 Ask Yourself Explain why a lunar eclipse does not happen every full moon. A lunar eclipse can only happen when the Moon is within Earth's umbral shadow, but usually the Moon in its orbit passes above or below Earth's shadow.
McGraw Hill Texas Physics Teacher Edition	9781265775384		1282	right column, between items 1 and 2		N/A	[in light blue header bar]Mass Defect and Binding Energy
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, problem statement		In a Millikan oil-drop experiment, a particular oil drop weighs 2.4×10−14 N. The parallel plates are separated by a distance of 1.2 cm. When the potential difference between the plates is 450 V, the drop is suspended. a. What is the net charge on the oil drop? b. If the upper plate is positive, how many excess electrons are on the oil drop?	In a Millikan oil-drop experiment, a particular oil drop weighs 2.4×10−14 N. The parallel plates are separated by a distance of 1.2 cm. When the potential differencefrom the positive upper plate to the negative lower plate is −450 V, the drop is suspended. a. What is the net charge on the oil drop? b. How many excess electrons are on the oil drop?
McGraw Hill Texas Physics Teacher Edition	9781265775384		74	Right column , under "Differentiation Resources"		LearnSmart TEKS 4.B 15 min	N/A
McGraw Hill Texas Physics Teacher Edition	9781265775384		882	Last item on page, "Quick Research: Types of Chromatic Aberration," pink answer text		Like the motion of particles in a longitudinal wave, the colors of light are spread out along the axis in longitudinal chromatic aberration. Like the motion of particles in a longitudinal wave, the colors of light are spread out perpendicular to the axis in transverse chromatic aberration.	Like the motion of particles in a longitudinal wave, the colors of light are spread out along the axis in longitudinal chromatic aberration. Like the motion of particles in a transverse wave, the colors of light are spread out perpendicular to the axis in transverse chromatic aberration.
McGraw Hill Texas Physics Student Edition	9780077006846		192	Figure 7 caption		Three of the four moons	Two of the four moons
McGraw Hill Texas Physics Student Edition	9780077006846		831	paragraph 2, last 2 sentences		The nucleus is incredibly dense—about 1.4×1018 kg/m3. Only 1 cm3 of mass at this density would have a mass of about 1 billion tons!	The nucleus is incredibly dense—on the order of 1017 kg/m3. Only 1 cm3 of matter at this density would have a mass of about 1 billion tons!

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Teacher Edition	9781265775384		368	"Page 235 Ask Yourself," last sentence of pink answer text		The variable θ is the angle between the force and the distance from the axis of rotation to the point where the force is exerted.	The variable θ is the angle between the force and the displacement from the axis of rotation to the point where the force is exerted.
McGraw Hill Texas Physics Student Edition	9780077006846		247	Bottom of page, after last paragraph, 2nd line of TEKS text		real–world	real-world
McGraw Hill Texas Physics Student Edition	9780077006846		833	1st paragraph under "Mass Defect and Binding Energy," sentences 5 and 6		The sum of the masses of two protons and two neutrons is 4.031882 u, but careful measurement shows that the mass of a helium nucleus is only 4.002603 u. The actual mass of the helium nucleus is less than the mass of its constituent parts by 0.029279 u.	The sum of the masses of two protons and two neutrons is 4.031882 u, but careful measurement shows that the mass of a helium nucleus is only 4.001505 u. The actual mass of the helium nucleus is less than the mass of its constituent parts by 0.030377 u.
McGraw Hill Texas Physics Teacher Edition	9781265775384		562	First item on page, title		Interactive Visual Literacy: Gas Laws	Interactive Visual Literacy: Combined Gas Law
McGraw Hill Texas Physics Teacher Edition	9781265775384		1287	Just above Item 2, "IN-CLASS Example 1"		N/A	[insert blue-gray topic bar with text] Topic: Mass Defect and Binding Energy
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, art		ΔV = 450 V	ΔV = −450 V
McGraw Hill Texas Physics Teacher Edition	9781265775384		78	2nd item on page, "Activity," first sentence		Have students use Figure 10 to calculate the time in different time zones given the following information.	Have students use Figure 14 to calculate the time in different time zones given the following information.
McGraw Hill Texas Physics Teacher Edition	9781265775384		917	2nd item on page, header		Topic: Thin Film Interference	Topic: Thin-Film Interference
McGraw Hill Texas Physics Student Edition	9780077006846		284	Example Problem 1, label below art		Player does work on hockey puck.	Stick does work on hockey puck.
McGraw Hill Texas Physics Student Edition	9780077006846		834	3rd paragraph (2nd under equation box), first sentence		In the example of a helium nucleus, the mass defect is 0.029279 u.	In the example of a helium nucleus, the mass defect is 0.030377 u.
McGraw Hill Texas Physics Teacher Edition	9781265775384		591	last item on page, "Visual Literacy: Figure 2"		Ask students to study Figure 2 and trace the pathways by which solar radiation is absorbed and reflected. Radiation is absorbed by clouds, the atmosphere, and Earth’s surface. Radiation is reflected by clouds and Earth’s surface.	Ask students to study Figure 2 and trace the pathway by which solar radiation is absorbed and reflected. Solar radiation is transferred to Earth's surface, then from Earth to the atmosphere. Infrared radiation is emitted by the atmosphere and absorbed by Earth.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
McGraw Hill Texas Physics Teacher Edition	9781265775384		1287	item 2, "IN-CLASS Example 1," answer		The mass defect of 12H is 0.0023880 u; the binding energy is −2.2244 MeV. The mass defect of 24He is 0.030377 u; the binding energy is −28.296 MeV. There is a large change in binding energy from 12H to 24He.	The mass defect of 12H is 0.002388 u; the binding energy is −2.2244 MeV. The mass defect of 24He is 0.030377 u; the binding energy is −28.296 MeV. There is a large change in binding energy from 12H to 24He.
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, list of Knowns		ΔV = 450 V Fg = 2.4×10−14 N d = 1.2 cm	ΔV = −450 V Fg = −2.4×10−14 N d = 1.2 cm
McGraw Hill Texas Physics Teacher Edition	9781265775384		107	Lesson 3 blue header bar		TEKS 5.C Free Fall	TEKS 5.A TEKS 5.C Free Fall
McGraw Hill Texas Physics Teacher Edition	9781265775384		929	Under "Revisit the Essential Question"		How are interference and diffraction related?	How are interference and diffraction of light related?
McGraw Hill Texas Physics Teacher Edition	9781265775384		1013	2nd item on page (title, 1st sentence) and figure caption		Figure 15	Figure 14
McGraw Hill Texas Physics Student Edition	9780077006846		285	Example Problem 2, label below art		Sailor does work on the boat.	Rope does work on the boat.
McGraw Hill Texas Physics Student Edition	9780077006846		838	Table 1, middle column, row 3		charge +1	charge −1
McGraw Hill Texas Physics Teacher Edition	9781265775384		597	"Page 383 Figure 2 Look Closer"		Describe the different pathways solar radiation can take once it reaches Earth. About 29 percent of solar radiation is reflected into space by Earth's surface, the atmosphere, or clouds. Another 23 percent is absorbed by the atmosphere and clouds. About 48 percent is absorbed by Earth's surface.	N/A
McGraw Hill Texas Physics Teacher Edition	9781265775384		1291	"Page 832 Ask Yourself," last sentence		An element's atomic mass is the weighted average of the isotopes of the element.	An element's atomic mass is the weighted average of the element's isotope masses.
McGraw Hill Texas Physics Student Edition	9780077006846		635	Example Problem 5, Step 2, part a, 1st set of gray boxes		Fe = Fg qE = Fg Substitute Fe = qE. q(ΔV/d) = Fg Substitute E = ΔV/d.	Fe = −Fg qE = −Fg Substitute qE = Fe = −Fg. q(ΔV/d) = −Fg Substitute E = ΔV/d.
McGraw Hill Texas Physics Teacher Edition	9781265775384		110	Lesson 1, Lesson Vocabulary, center column		acceleration-time graph	acceleration-time graph average acceleration

Publisher: Savvas Learning

Physics

Texas Experience Physics (Print with digital): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Physics Teacher Guide	9781418358877	View Current Link	81	In cell under Experience 3	View Updated Link	Student learn that charges can flow...	Students learn that charges can flow...
Physics Teacher Guide	9781418358877	View Current Link	87	Math Tutorial Video in the Sample Problem Math Support box	View Updated Link	Have students try the math practice problems in the handbook, such as.	Have students try the math practice problems in the handbook.
Physics Teacher Guide	9781418358877	View Current Link	94	ELPS Targeted Support	View Updated Link	Reading 2.C	Listening 2.C
Physics Teacher Guide	9781418358877	View Current Link	256	ELPS Targeted Support	View Updated Link	Speaking 4.G	Speaking 3.G
Physics Student Handbook	9781418358860	View Current Link	vii	Table of Contents listing for Investigation 5	View Updated Link	Investigation 5 Magnetic Forces Experience 1: Force, Mass, and Acceleration Experience 2: Types of Forces Experience 3: Forces on Systems	Investigation 5 Magnetic Forces Experience 1: Magnetic Forces and Fields Experience 2: Inducing Magnetism Experience 3: Inducing Current
Physics Teacher Guide	9781418358877	View Current Link	30	Experience 1 Phenomenon Tracker cell in table	View Updated Link	"motion anf forces"	"motion and forces"

Publisher: Summit K12 Holdings

Physics

Dynamic Physics: TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Physics	9781433407062			Teacher Guide: Newcomer Resources	View Updated Link	NA	The link to the document was not active during the review.
Dynamic Physics	9781433407062			Teacher Guide: Science Cognates	View Updated Link	NA	The link to the document was not active during the review.
Dynamic Physics	9781433407062			Teacher Guide: Science Literacy	View Updated Link	NA	The link to the document was not active during the review.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Dynamic Physics	9781433407062			Teacher Guide: Teacher Reports Dashboard	View Updated Link	NA	The link to the document was not active during the review.

Publisher: Savvas Learning

Fundamentals of Computer Science

Fundamentals of Computer Science for Texas (Print with digital): TEKS

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Fundamentals of Computer Science for Texas Student Edition	9780138045074		150	Number 6 Miles-per-Gallon		MPG = Miles driven Gallons of gas used	MPG = Miles driven / Gallons of gas used
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		150	Number 6 Miles-per-Gallon of inset student page		MPG = Miles driven Gallons of gas used	MPG = Miles driven / Gallons of gas used
Fundamentals of Computer Science for Texas Student Edition	9780138045074		500	Second paragraph under Ways to Communicate		they almost always gets the message	they almost always get the message
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		500	Second paragraph under Ways to Communicate of inset student page		they almost always gets the message	they almost always get the message
Fundamentals of Computer Science for Texas Student Edition	9780138045074		507	Second paragraph		that explains your academic and word-related qualifications	that explains your academic and work-related qualifications
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		507	Second paragraph of inset student page		that explains your academic and word-related qualifications	that explains your academic and work-related qualifications
Fundamentals of Computer Science for Texas Student Edition	9780138045074		512	Second paragraph under Legal and Ethical Responsibilities		responsibilities for computer science worker is to stop	responsibilities for computer science workers is to stop

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Fundamentals of Computer Science for Texas Student Edition	9780138045074		31	Short Answer 4		you need a to store	you need to store
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		512	Second paragraph under Legal and Ethical Responsibilities of inset student page		responsibilities for computer science worker is to stop	responsibilities for computer science workers is to stop
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		31	Short Answer 4 of inset student page		you need a to store	you need to store
Fundamentals of Computer Science for Texas Student Edition	9780138045074		519	Number 6, 4th paragraph		and function effectively as a team member..	and function effectively as a team member.
Fundamentals of Computer Science for Texas Student Edition	9780138045074		53	Last sentence of first paragraph		display and manage static and interactive web documents..	display and manage static and interactive web documents.
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		53	Last sentence of first paragraph of inset student page		display and manage static and interactive web documents..	display and manage static and interactive web documents.
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		519	Number 6, 4th paragraph of inset student page		and function effectively as a team member..	and function effectively as a team member.
Fundamentals of Computer Science for Texas Student Edition	9780138045074		125	First sentence under Sequence Structures		series of steps in an algorithm..	series of steps in an algorithm.
Fundamentals of Computer Science for Texas Student Edition	9780138045074		527	Second paragraph, above Checkpoint		these digital tools can impact person privacy	these digital tools can impact personal privacy
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		125	First sentence under Sequence Structures of inset student page		series of steps in an algorithm..	series of steps in an algorithm.

Component Title	ISBN	URL For Current Content	Current Page Numbers	Location of Current Content	URL for Updated Content	Original Text	Updated Text
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		527	Second paragraph, above Checkpoint of inset student page		these digital tools can impact person privacy	these digital tools can impact personal privacy
Fundamentals of Computer Science for Texas Student Edition	9780138045074		134	Fifth paragraph under Data Types and Variable Declarations		You use array to store a	You use an array to store a
Fundamentals of Computer Science for Texas Student Edition	9780138045074		533	First paragraph under Privacy Laws		If it takes affect,	If it takes effect,
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		134	Fifth paragraph under Data Types and Variable Declarations of inset student page		You use array to store a	You use an array to store a
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		533	First paragraph under Privacy Laws of inset student page		If it takes affect,	If it takes effect,
Fundamentals of Computer Science for Texas Student Edition	9780138045074		536	Number 6, 2nd sentence		and prevention is a valuable too	and prevention is a valuable tool
Fundamentals of Computer Science for Texas Student Edition	9780138045074		149	Debugging Exercises numbering		4. Find the error in the following pseudocode	3. Find the error in the following pseudocode
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		536	Number 6, 2nd sentence of inset student page		and prevention is a valuable too	and prevention is a valuable tool
Fundamentals of Computer Science for Texas Teacher Edition	9780138045104		149	Debugging Exercises numbering of inset student page		4. Find the error in the following pseudocode	3. Find the error in the following pseudocode