Proclamation 2024: Report of New Content Addendum

This report contains the new content that was reviewed and approved by the state review panels. This is an addendum to the Proclamation 2024: Report of New Content presented to the State Board of Education at the September 2023 meeting and contains additional changes reported by publishers through October 24, 2023. The new content will be included in the final versions provided to schools as a condition of adoption by the State Board of Education.

Publisher: Accelerate Learning Inc.

Science, Grade K

Program: *STEMscopes Science TX - Kindergarten: TEKS*

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: 8. Tell students that you need their help to describe what safety precautions they need to take while outside on their nature walk. Students will have different answers, but make sure at least one of them states that because some plants may be poisonous, allergenic, or have thorns they shouldn't touch plants without direction from their teacher. No one should put anything in their mouth while outside.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: 3. Discuss with students the safety precautions they should take when going outside. When we are on our walkabout playing I Spy, what safety practices should we follow? Answers will vary. 1) We should not run, especially inside because we could hurt ourselves or someone else. 2) We should listen to our teacher because he/she will give directions to keep us safe. 3) We should not pick up things. We should just look with our eyes because we could get insect bites if we are not careful. 4) We should not throw anything we see outside especially rocks or soil because it could get into someones eyes or hurt them. 4. Once students get outside, have them demonstrate the safety precautions mentioned in the classroom. They should demonstrate walking with their hands and feet to themselves. Especially when someone says, "I spy with my little eye something that uses rocks/soil." a. Ask: Who can demonstrate, or act out, the appropriate way to use safe practices during this walkabout to play "I Spy" both in and out of the school. (Choose a set of partners to demonstrate.)

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Making Connections

Phenomena

Students engage with the phenomenon of plants and animals on a nature walk through Story Cards for this lesson. After being read the Story Cards students engage in a nature walk to look for and draw some plants and animals they observed. Next students choose one plant or animal they saw and will record one thing it needs to survive. After students complete the activities, ask students how the activities relate to the phenomenon of plants and animals observed on a nature walk that was shared with them in the Story Cards. Encourage students to ask questions and communicate what they observed about plants and animals.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: p 25 Famous Scientists Suggestions

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text:
Beginner

Students sit with partners. They share a book that includes simple vocabulary and concepts. Students take turns reading aloud a paragraph or page from the book. After one student reads, the other student summarizes what was read. Then, the student who summarized reads a paragraph or page from the book, and the other student summarizes what was read. The students continue to take turns reading and summarizing.

Intermediate

Students sit with partners and share a book. Students take turns reading aloud a paragraph or page from the book. After one student reads, they ask the other student a question about what was read. After the student answers, that student then reads a paragraph or page and asks a question. The complexity of the questioning will vary based on students' command of the language. Students continue to take turns reading and asking questions.

Advanced/Advanced High

Students sit with partners and share a more complex book. Students take turns reading a page from the book. After one student reads the page, the other student summarizes what was read. Then, the student that read asks their partner a question about what he read. After the student answers the question, they read the next page. Students continue to take turns reading. The complexity of the summarization and questioning depends on students' command of the language.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: Discussion Questions: • How do you think people felt when they first saw a light bulb? People probably felt amazed and excited! They could now see easily when it was dark, without having to worry about candles or lamps. • Can you imagine what it would be like to only have candles to see in the dark? How would it be different from using light bulbs? Without light bulbs, it might be a little scary and difficult to see everything clearly at night. Plus, we would have to be careful not to knock over the candles and cause a fire. With light bulbs, we can just flip a switch and have light instantly! • What are some other things that use light bulbs to work? Lots of things use light bulbs! Some examples are flashlights, car headlights, refrigerator lights, and even some toys and decorations!

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Spiral Opportunity

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Spiral Opportunity
The following STEMscopes content is covered within this grade level. It can be used to provide additional practice that supports mastery and retention of current science concepts while spiraling in previous concepts.

Suggestion is to utilize the Science Center in Properties of Objects along with the Science Center in Magnets. This will reinforce the concept of physical properties and indetifying similarities and differences between different objects.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: p 27-28 The Next Steps Communicate Results Famous Engineers Suggestions Henry Ford – How did Henry Ford's invention of the Model T car change how people live? (Created first affordable automobile) George Stephenson – What did George Stephenson build and how did it change how people travel? (Pioneer of rail transport) Archimedes - What did Archimedes discover about how things float in water, and how does it help us today? (Known for his principle about the displacement of water) The Wright Brothers, Orville and Wilbur - What did the Wright Brothers invent and how did it change the way people travel? (Developed and flew the world's first successful motor-operated airplane) Mary Jackson - Who was Mary Jackson, and how did she help astronauts go to space? (NASA's first African American female engineer) Emily Roebling - Who is Emily Roebling and how did she help build a famous bridge? (Chief engineer for the Brooklyn Bridge) George Washington Carver - Who is Emily Roebling and how did she help build a famous bridge? (Made significant contributions to agricultural engineering.) Elon Musk - What does Elon Musk build, and how are his inventions making our lives different? (Made significant contributions to multiple engineering fields, including electric vehicles, and space travel)

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text:
Proficiency Level

ELPS: Listening

c2E: use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

Strategy: Oral Scaffolding

From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

The teacher provides word cards, with a specific word written on each card that is part of the simpler vocabulary of the concept students are studying. The teacher pronounces the word, explains its meaning, and uses it in a sentence. The student then pronounces the word and uses the word to complete a sentence stem ("____ means…" or "I think ____ is…").

Intermediate

The teacher provides word cards, with a specific word written on each card that is part of the academic vocabulary students are studying. The teacher pronounces the word and uses the word in a sentence pertaining to the concept students are studying. The student then pronounces the word and uses it in a different sentence. Complexity of the sentences will vary depending on students' command of the language.

Advanced/Advanced High

The teacher provides students with a short list of more complex words pertaining to the concept they are studying. Each student chooses a word from the list, pronounces it, and gives the meaning of the word. Teacher support is given if needed. Then, the student writes and reads a sentence using the word as it is used in the academic concept. Complexity of the sentences will vary depending on students' command of the language.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: 3. Lead a discussion with students on how we can describe the stars. We often use words or phrases like bright, twinkling, flashing, sparkling, or tiny, white lights that are only seen at night to describe stars. Tell students stars are always in the sky, but we can usually only see them at night. During the day, the Sun is too bright for us to see the other stars, but at night, when there is no sunlight, we can see the other stars. Students may be interested to learn that our Sun is a star that is close to us! Our Sun would look just like the other stars that they see in the night sky if we were

able to look at it from far away.
5. Stop the video periodically, and ask students the following questions: • Describe the stars you see in the video. Answers may vary. Possible student responses could include the following: Some stars are bigger than other stars. Some stars are brighter than other stars. The stars are moving.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text:
Beginner

Students sit with partners. They share a book that includes simple vocabulary and concepts. Students take turns reading aloud a paragraph or page from the book. After one student reads, the other student summarizes what was read. Then, the student who summarized reads a paragraph or page from the book, and the other student summarizes what was read. The students continue to take turns reading and summarizing.

Intermediate

Students sit with partners and share a book. Students take turns reading aloud a paragraph or page from the book. After one student reads, they ask the other student a question about what was read. After the student answers, that student then reads a paragraph or page and asks a question. The complexity of the questioning will vary based on students' command of the language. Students continue to take turns reading and asking questions.

Advanced/Advanced High

Students sit with partners and share a more complex book. Students take turns reading a page from the book. After one student reads the page, the other student summarizes what was read. Then, the student that read asks their partner a question about what he read. After the student answers the question, they read the next page. Students continue to take turns reading. The complexity of the summarization and questioning depends on students' command of the language.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text:
Beginner

Students sit with partners. They share a book that includes simple vocabulary and concepts. Students take turns reading aloud a paragraph or page from the book. After one student reads, the other student summarizes what was read. Then, the student who summarized reads a paragraph or page from the book, and the other student summarizes what was read. The students continue to take turns reading and summarizing.

Intermediate

Students sit with partners and share a book. Students take turns reading aloud a paragraph or page from the book. After one student reads, they ask the other student a question about what was read. After the student answers, that student then reads a paragraph or page and asks a question. The complexity of the questioning will vary based on students' command of the language. Students continue to take turns reading and asking questions.

Advanced/Advanced High

Students sit with partners and share a more complex book. Students take turns reading a page from the book. After one student reads the page, the other student summarizes what was read. Then, the student that read asks their partner a question about what he read. After the student answers the question, they read the next page. Students continue to take turns reading. The complexity of the summarization and questioning depends on students' command of the language.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text:
Proficiency Level

ELPS: Listening

c2E: use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

Strategy: Oral Scaffolding

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Intermediate

The teacher provides word cards, with a specific word written on each card that is part of the academic vocabulary students are studying. The teacher pronounces the word and uses the word in a sentence pertaining to the concept students are studying. The student then pronounces the word and uses it in a different sentence. Complexity of the sentences will vary depending on students' command of the language.

Advanced/Advanced High

The teacher provides students with a short list of more complex words pertaining to the concept they are studying. Each student chooses a word from the list, pronounces it, and gives the meaning of the word. Teacher support is given if needed. Then, the student writes and reads a sentence using the word as it is used in the academic concept. Complexity of the sentences will vary depending on students' command of the language.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Mini Lesson Activity

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: 2. Discuss: a. What has Quincy and his friends been learning about? (magnets) b. What is the problem that Quincy is now facing? (He wants to create a fun game about magnets to play with his friends.)

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Mini Lesson Activity

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: 2. Discuss: a. What has Eli learned about what living things need and want? (He has learned that all living things have basic needs they need to survive. He has learned the differences between needs and wants of living things. For example, animals need food and water, but they don't need a toy.) b. What is the problem that Eli, Hanan, and Quincy are trying to solve? (They are trying to find the best animal or plant for Eli to take care of and have as a "pet.") c. What do you think would be a good solution for Eli? Why? (Answers will vary. Sample student answer: I think a plant would be good because they are easy to take care of.)

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Mini Lesson Activity

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: 3. For this activity, you will be wearing these light-blocking glasses. Who can tell me why we need to talk about safety when we are wearing these glasses? (Answers may vary, but should include that without light it will be dark and we will not be able to see) Can you identify what safe behaviors you will need to practice in order to wear these safely during the activity? (Answers may vary, but these two responses should be stated before the activity may start: I need to stay in my seat and not move around while I am wearing them. I need to listen to my teacher for directions.)

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: 7. Show the tray with the glass jar filled with ice, bowl of salt, and bowl of blue water to the class. Ask students: Can you look at these supplies and identify some safe practices you should use during this activity and describe why they should be followed? Answers will vary but students should include (even if prompting is needed): 1) We should not taste the salt, water, or ice because it might not be safe. 2) We should be careful not to drop the glass jar because it

could break and cut someone. 3) We should listen to our teacher because he/she will give us directions that will help us learn and keep us safe.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: • As you watch us model this activity, what safe practices should you follow? Can you describe them and explain why they are important? (Answers will vary but the following answers should be included, even if prompting is necessary. 1) We should not shine the flashlight in the eyes of our partners or at other groups because it might cause people to not be able to see and to fall and get hurt. 2) We should be careful with the mirrors because if we drop them, they could break and cut someone. 3) We should listen to our teacher so he/she can make sure we stay safe during the activity.)

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: 6. Tell students they will be going outside to observe (look at) the clouds in the day sky. Ask the following safety questions: a. When we go outside to observe the Sun, what safe practices should you follow? Can you describe them and explain why they are important? (Answers will vary but the following answers should be included, even if prompting is necessary. 1) We should not look directly at the Sun because it can hurt or damage our eyes. Instead, we could wear hats and special sunglasses that block harmful Sun rays. 2) We should listen to our teacher so he/she can make sure we stay safe during the activity.) b. Instruct students to Take a moment with a partner and practice how you will follow safe practices to protect your eyes while observing clouds. c. Observe that students shield their eyes, wear a hat, put on sunglasses, or look away from the direct Sun.

Component: *STEMscopes Science TX - Kindergarten (Online)*

ISBN: 9798888266779

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA

Original Text: New Content

Updated Text: Before students go outside to observe the Sun, ask them to identify safety hazards involved with that activity and to describe why they should not look directly at the Sun. Lead them to understand that looking directly at the Sun can cause damage to their eyes. Ask them what they could wear or use that might offer eye protection. Allow students time to rehearse safe practices before going outside to observe clouds on a sunny day.

Publisher: Great Minds

Science, Grade K

Program: *PhD Science Texas Level K Texas Program Bundle (Modules 1-3): TEKS*

Component: *Weather with Spotlight Lessons on Magnets Teacher Edition*

ISBN: 9798885885157

Current Page Number(s): 32

Location: Lesson 2, immediately after "Sample anchor model:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

Component: *Weather with Spotlight Lessons on Magnets Teacher Edition*

ISBN: 9798885885157

Current Page Number(s): 295

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2974)."

Component: *Life Teacher Edition*

ISBN: 9798885885164

Current Page Number(s): 386

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2975)."

Component: *Light with Spotlight Lessons on the Sky Teacher Edition*

ISBN: 9798885885171

Current Page Number(s): 240

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2976)."

Component: ***Light with Spotlight Lessons on the Sky Teacher Edition***

ISBN: 9798885885171

Current Page Number(s): 466

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2977)."

Component: ***Light with Spotlight Lessons on the Sky Teacher Edition***

ISBN: 9798885885171

Current Page Number(s): 470

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2977)."

Publisher: Houghton Mifflin Harcourt

Science, Grade K

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

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

ISBN: 9780358860181

Current Page Number(s): Grade K Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade K describes the horizontal alignment and how science concepts build over time across the grade level.

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

ISBN: 9780358841531

Current Page Number(s): new p. T27

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

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

ISBN: 9780358860181

Link to Current Content:
View Current Content

Current Page Number(s): Properties of Objects (TEKS K.6.A) Quiz, p. 3

Location: Item 3, prompt

Original Text: New Content

Updated Text: "The balls can be sorted by their physical properties."

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

ISBN: 9780358860181

Link to Current Content:
View Current Content

Current Page Number(s): Properties of Objects (TEKS K.6.A) Quiz, p. 2

Location: Item 2, prompt

Original Text: New Content

Updated Text: "The items are sorted by shape.
Identify the shape used to sort the two objects. Record which item belongs when sorting by shape."

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

ISBN: 9780358860181

Link to Current Content:
View Current Content

Current Page Number(s): Properties of Objects (TEKS K.6.A) Quiz, p. 3

Location: Item 4, prompt

Original Text: New Content

Updated Text: "The items can be sorted by their physical properties."

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

ISBN: 9780358860181

Link to Current Content:
View Current Content

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

Location: Item 4, prompt, sentences 4–5, and table

Original Text: New Content

Updated Text: “Some letters may be used more than once. Not all letters will be used.”

Publisher: McGraw Hill

Science, Grade K

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

Component: *Texas Science, Grade K Teacher Edition*

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: *Texas Science, Grade K Teacher Edition*

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: *Texas Science, Grade K Teacher Edition*

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: *Texas Science, Grade K Teacher Edition*

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: *Texas Science, Grade K Teacher Edition*

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: *Texas Science, Grade K Teacher Edition*

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: *Texas Science, Grade K Teacher Edition*

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: *Texas Science, Grade K Teacher Edition*

ISBN: 9781265990213

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: GK Pacing Guide

Publisher: Savvas Learning

Science, Grade K

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

Component: *Grade K Digital Component*

ISBN: 9781428553767

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Grade K Digital Component*

ISBN: 9781428553767

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Topic Readiness Tests for each topic to address comments in the TRR rubric.

Component: *Grade K Digital Component*

ISBN: 9781428553767

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will make edits to the School to Home Letters for each topic to address comments in the TRR rubric.

Publisher: Summit K12 Holdings

Science, Grade K

Program: *Dynamic Science Kindergarten: TEKS*

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: K.13C Lesson Guide Engage Bullet 5 New Content will be added here.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will work in pairs to create a model showing the changes in a plant life cycle. They will describe how conditions such as sunlight, water, and air can cause the plant to either change or stay the same. Students share their models with another group and identify the basic advantages and limitations of their models. Students will provide feedback to each other and revise their models based on their discussion.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Kindergarten TEKS Lesson Guide.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180188

Location: ELPS document

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Kindergarten TEKS.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180188

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Kindergarten TEKS.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Kindergarten TEKS.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Kindergarten TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Kindergarten TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Claim, Evidence, Reasoning

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Engineering Design Challenge

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Engineering Design Challenges have been added to the curriculum to support students in engaging in the engineering design process.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781616180195

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781433406058

Location: Diagnostic Assessment - Student

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments have added to support assessing student learning.

Component: ***Dynamic Science Kindergarten***

ISBN: 9781616180188

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments Teacher Guide have added to support teachers in assessing student learning.

Component: *Dynamic Science Kindergarten*

ISBN: 9781616180195

Location: K.9B Lesson Guide - Connect to Art NEW CONTENT will be added here.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: How can we construct a model that represents the patterns we observe in the sky?
• Students will construct a model of the sky during the day or night.
• Students think about whether they create a model of daytime or nighttime.
• Give students time to work and construct their designs. Students share their models and ask questions based on their observations to provide feedback to their peers.
• Students identify and discuss the advantages and disadvantages of using a model to learn science.
• Students revise their own models based on new learning and feedback.

Publisher: TPS Publishing

Science, Grade K

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

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade Kindergarten - https://docs.google.com/spreadsheets/d/1BBfugnBbRIhsxTEnG2u6NYlIPIIEpMGg/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade Kindergarten - https://docs.google.com/spreadsheets/d/1bmyPWxgi1TjFlDEVGKknErCJIb-sG8sZ/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade Kindergarten - https://drive.google.com/file/d/1rqgltUv-hh0xlx-YIf6mPaQ0-1I7A1qs/view?usp=sharing

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade Kindergarten - https://docs.google.com/spreadsheets/d/14kGO1OpBjAY2HsUoMi8LrkWdcBOMtMzW/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Great Minds

Science, Grade 1

Program: *PhD Science Texas Level 1 Texas Program Bundle (Modules 1-3): TEKS*

Component: ***Environments with Spotlight Lessons on Water Teacher Edition***

ISBN: 9798885885195

Current Page Number(s): 558

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2981)."

Component: ***Environments with Spotlight Lessons on Water Teacher Edition***

ISBN: 9798885885195

Current Page Number(s): 560

Location: End-of-Spotlight Assessment Rubric Part C; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2981)."

Component: ***Survival with Spotlight Lessons on Earth Materials Teacher Edition***

ISBN: 9798885885201

Current Page Number(s): 321

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2983)."

Component: ***Survival with Spotlight Lessons on Earth Materials Teacher Edition***

ISBN: 9798885885201

Current Page Number(s): 611

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2982)."

Component: ***Survival with Spotlight Lessons on Earth Materials Teacher Edition***

ISBN: 9798885885201

Current Page Number(s): 613

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2982)."

Component: ***Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition***

ISBN: 9798885885188

Current Page Number(s): 29

Location: Lesson 2, immediately after "Sample anchor model:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor

visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

Component: ***Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition***

ISBN: 9798885885188

Current Page Number(s): 221

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2978)."

Component: ***Pushes and Pulls with Spotlight Lessons on Weather Conditions Teacher Edition***

ISBN: 9798885885188

Current Page Number(s): 397

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2979)."

Component: ***Environments with Spotlight Lessons on Water Teacher Edition***

ISBN: 9798885885195

Current Page Number(s): 281

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2980)."

Component: ***Environments with Spotlight Lessons on Water Teacher Edition***

ISBN: 9798885885195

Current Page Number(s): 556

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2981)."

Publisher: Houghton Mifflin Harcourt

Science, Grade 1

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 1: TEKS*

Component: *HMH Into Science Texas Student License Digital Grade 1*

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.11.A, Day 3, Screen 3

Location: Step 5, sentence 2

Original Text: New Content

Updated Text: "Demonstrate how you used safe practices during the activity."

Component: *HMH Into Science Texas Teacher License Digital Grade 1*

ISBN: 9780358860198

Link to Current Content:
View Current Content

Current Page Number(s): Matter (TEKS 1.6) Test, p. 3

Location: Item 5, image

Original Text: New Content

Updated Text: image edited to include a box around two dimpled objects, box around two smooth objects, and box around two fuzzy objects, and make two fuzzy objects larger and fuzzier

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): p. 247

Location: Step 5, sentence 2

Original Text: New Content

Updated Text: "Demonstrate how you used safe practices during the activity."

Component: *HMH Into Science Texas Teacher License Digital Grade 1*

ISBN: 9780358860198

Link to Current Content:
View Current Content

Current Page Number(s): Properties of Matter (TEKS 1.6.A) Quiz, p. 3

Location: Item 4, answer choice B

Original Text: New Content

Updated Text: "B. heavy"

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:
View Current Content

Current Page Number(s): Properties of Matter (TEKS 1.6.A) Quiz, p. 3

Location: Item 4, table, first row image

Original Text: New Content

Updated Text: image of bowling ball and large rock

Component: ***HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:
View Current Content

Current Page Number(s): p. 221

Location: Column 2, first Support for Children's Answers at top of column

Original Text: New Content

Updated Text: "Demonstrate how you used safe practices during the activity."

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:
View Current Content

Current Page Number(s): Parts of a System (TEKS 1.6.C) Quiz, p. 2

Location: Item 3, art

Original Text: New Content

Updated Text: image of basketball hoop with backboard and rim on the ground, rim is lighter gray

Component: ***HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.11.A, Day 6, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Saving Soil
Show how wind can affect soil. Use the soil from Day 4."

[bullet] "Place loose soil on a plate."
[bullet] "Blow gently across the plate."
[bullet] "Observe."
[bullet] "Propose a solution to stop the moving soil."
[bullet] "Make and test a model of your solution."
"Think about how the model supports your solution. Communicate your solution individually in a variety of settings and formats. You may discuss your idea with a partner or present it to the class. You can choose to tell or write about your model or use an illustration instead."

Component: ***HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.6.C, Day 4, insert new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Read Write Share

Think like a toy engineer who is designing a new toy. What kind of toy would you design and why?
Communicate explanations individually in a variety of settings and formats. You can write, draw, or tell others to explain why.
You may share your explanation with your teacher, another group, or present it to the class."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): p. 262

Location: bottom of page

Original Text: New Content

Updated Text: "Saving Soil
Show how wind can affect soil. Use the soil from Day 4."
[bullet] "Place loose soil on a plate."
[bullet] "Blow gently across the plate."
[bullet] "Observe."
[bullet] "Propose a solution to stop the moving soil."
[bullet] "Make and test a model of your solution."
"Think about how the model supports your solution. Communicate your solution individually in a variety of settings and formats. You may discuss your idea with a partner or present it to the class. You can choose to tell or write about your model or use an illustration instead."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): p. 40

Location: below multiple choice item

Original Text: New Content

Updated Text: "Read Write Share

Think like a toy engineer who is designing a new toy. What kind of toy would you design and why?
Communicate explanations individually in a variety of settings and formats. You can write, draw, or tell others to explain why.
You may share your explanation with your teacher, another group, or present it to the class."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:
View Current Content

Current Page Number(s): p. 230

Location: Column 2, bottom of column

Original Text: New Content

Updated Text: "Saving Soil: Children will use soil from Day 4 to show how wind can affect soil. After observing how the soil moves, children will propose a solution to stop the moving soil. Children will then make and test a model of their solution. Supply children with materials they may need to make their models and present their solutions."

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:
View Current Content

Current Page Number(s): Changes in Matter (TEKS 1.6.B) Quiz, p. 3

Location: Item 4, Answer choice A

Original Text: New Content

Updated Text: "A. A log burns."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): p. 293

Location: paragraph 3

Original Text: New Content

Updated Text: "Engage respectfully in scientific discussion as you talk with a partner about your reasoning."

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Current Content:
View Current Content

Current Page Number(s): Forces and Motion (TEKS 1.7) Test, p. 3

Location: Item 5, answer choices B and C

Original Text: New Content

Updated Text: [Answer Choices]
B. image of child with kite holding string
Remove third answer choice

Component: ***HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.12.A, Day 2, Screen 5

Location: paragraph 2

Original Text: New Content

Updated Text: "Engage respectfully in scientific discussion as you talk with a partner about your reasoning."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:
View Current Content

Current Page Number(s): p. 260

Location: Column 1, Support for Children's Answers, Claims, Evidence, and Reasoning, sentence 3

Original Text: New Content

Updated Text: "Engage respectfully in scientific discussion as you talk with a partner about your reasoning."

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:
View Current Content

Current Page Number(s): Forces and Motion (TEKS 1.7) Test, p. 3

Location: Item 5, table

Original Text: New Content

Updated Text: [Table]
"pull to stop"
"pull to start"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): p. 352

Location: Paragraph 2, sentence 3

Original Text: New Content

Updated Text: "Write facts about where the animal lives and what it eats. Use the facts you collect to develop a model of your animal's food chain. Start your model with the sun."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): p. 146

Location: Paragraph 1

Original Text: New Content

Updated Text: "Collaborate in a small group. Pretend you are an astronaut for a day. Explain what you would do. Work with your group to communicate in a variety of formats. Your groups can write two sentences or draw two pictures."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:
View Current Content

Current Page Number(s): p. 304

Location: Column 1, Read, Write, Share, paragraph 1, after sentence 3

Original Text: New Content

Updated Text: "Have children use the facts they collected to develop a model of their animal's food chain."

Component: ***HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.9.A, Day 5 Screen 3

Location: Paragraph 1

Original Text: New Content

Updated Text: "Collaborate in a small group. Pretend you are an astronaut for a day. Explain what you would do. Work with your group to communicate in a variety of formats. Your groups can write two sentences or draw two pictures."

Component: ***HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.12.C, Day 4, Screen 3

Location: Paragraph 2, after sentence 3

Original Text: New Content

Updated Text: "Use the facts you collect to develop a model of your animal's food chain. Start your model with the sun."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:
View Current Content

Current Page Number(s): p. 130

Location: Column 1, Support for Children's Answers, Read, Write, Share

Original Text: New Content

Updated Text: "Collaborate in a small group. Pretend you are an astronaut for a day. Explain what you would do. Work with your group to communicate in a variety of formats. Your groups can write two sentences or draw two pictures."

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:
View Current Content

Current Page Number(s): TEKS 1.1-1.5 Skills & Themes Bank, p. 11

Location: Item 24, prompt, table, and answer choices

Original Text: New Content

Updated Text: "Ayan measured the temperature on 6 days as evidence that the weather pattern has been hot. How can Ayan use the data he collected to complete the table? Write the letter of each answer in the correct box."
[Image of 6 thermometers]
[Table] "Outside Temperature Measurements"
"Temperature" "Number of Days"
"90 degrees"
"92 degrees"
"95 degrees"
"A. 1 B. 3 C. 2"

Component: ***HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.13.A, Day 5, Screen 3

Location: Paragraph 1, sentences 1–4

Original Text: New Content

Updated Text: "Collaborate with others to design a solution for a tool that cleans up pollution. Draw a model of the tool. Use words to describe how the tool works. Collaborate to share the tool in a variety of settings and formats. Your group can choose to draw, write, or tell to share. Your group may share your tool with another group or present it to the class."

Component: ***HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.9.A, Day 3, new screen after current Screen 5

Location: new screen

Original Text: New Content

Updated Text: "Listen for Evidence

Select a season. Use what you have learned to describe your season to your partner. Ask your partner to guess your season and explain how they know.
Listen actively to your partner's explanation to identify important evidence that shows they have identified the correct season.
Then have your partner describe their season to you. Guess your partner's season and explain how you know."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): p. 139

Location: Top of page, above Exit Ticket

Original Text: New Content

Updated Text: "Listen for Evidence

Select a season. Use what you have learned to describe your season to your partner. Ask your partner to guess your season and explain how they know.
Listen actively to your partner's explanation to identify important evidence that shows they have identified the correct season.
Then have your partner describe their season to you. Guess your partner's season and explain how you know."

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Link to Current Content:
View Current Content

Current Page Number(s): TEKS 1.1-1.5 Skills & Themes Bank, p. 27

Location: Item 56, prompt, table, answer choices

Original Text: New Content

Updated Text: "Hannah took a small soil sample. She found the amount of each item in the soil. Hannah recorded her results in the table. Look at the table."
[Table]
"Object" "Amount"
"Grains of sand" "53"
"Small rocks" "18"
"Twigs" "3"
"Describe the objects in terms of relative quantity. Move ONE correct answer to each box.
There were [BLANK] small rocks than grains of sand. There were [BLANK] grains of sand than twigs."
"A. more
B. fewer"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): p. 380

Location: Paragraph 1, sentences 1–4

Original Text: New Content

Updated Text: "Collaborate with others to design a solution for a tool that cleans up pollution. Draw a model of the tool. Use words to describe how the tool works. Collaborate to share the tool in a variety of settings and formats. Your group can choose to draw, write, or tell to share. Your group may share your tool with another group or present it to the class."

Component: ***HMH Into Science Texas Student License Digital Grade 1***

ISBN: 9780358859710

Link to Current Content:
View Current Content

Current Page Number(s): p. 218

Location: Safety, before first bullet

Original Text: New Content

Updated Text: "Describe how to be safe while doing the activity outside."

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***

ISBN: 9780358860198

Current Page Number(s): Grade 1 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade 1 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: ***HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Link to Current Content:
View Current Content

Current Page Number(s): p. 322

Location: Column 1, Read, Write, Share, Support for Children's Answers, Read, Write, Share, sentences 1–4

Original Text: New Content

Updated Text: "Collaborate with others to design a solution for a tool that cleans up pollution. Draw a model of the tool. Use words to describe how the tool works. Collaborate to share the tool in a variety of settings and formats. Your group can choose to draw, write, or tell to share. Your group may share your tool with another group or present it to the class."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358861645

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.10.D, Day 2 Screen 2

Location: Safety, before first bullet

Original Text: New Content

Updated Text: "Describe how to be safe while doing the activity outside."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***

ISBN: 9780358841548

Current Page Number(s): new p. T27

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

Publisher: McGraw Hill

Science, Grade 1

Program: *McGraw Hill Texas Science, Grade 1: TEKS*

Component: ***Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: ***Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: ***Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: G1 Pacing Guide

Component: ***Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: K-5 Assessment Administration Guide

Component: ***Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Language Transfers Handbook

Component: ***Texas Science, Grade 1 Teacher Edition***

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: K-5 Communicating with Caregivers Guide

Component: *Texas Science, Grade 1 Teacher Edition*

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Planning for Flexible Grouping in a 5-E Instructional Model

Component: *Texas Science, Grade 1 Teacher Edition*

ISBN: 9781265990817

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Improving Literacy for English Learners

Publisher: Savvas Learning

Science, Grade 1

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

Component: *Grade 1 Digital Component*

ISBN: 9781428553774

Current Page Number(s): Exit Ticket slide

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

Original Text: New Content

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

Component: *Grade 1 Digital Component*

ISBN: 9781428553774

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Grade 1 Digital Component*

ISBN: 9781428553774

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Topic Readiness Tests for each topic to address comments in the TRR rubric.

Component: *Grade 1 Digital Component*

ISBN: 9781428553774

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will make edits to the School to Home Letters for each topic to address comments in the TRR rubric.

Publisher: TPS Publishing

Science, Grade 1

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

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 1 - https://docs.google.com/spreadsheets/d/1eOd7d0VzfikXpI_AI2NVF4ZrmB3i0Dos/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 1 - https://drive.google.com/file/d/12UlC3daiGWWYE4KNZtY87EI_nHSGDVIq/view?usp=sharing

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 1 - https://docs.google.com/spreadsheets/d/1_BW7Bw2EHT334RvEJGz2g4A-JGMBrumq/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Vertical Alignment K-12 - https://docs.google.com/spreadsheets/d/1gnqQPDygxy5XlvePIuOqbk56D3Sbr0HK/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 1 - https://docs.google.com/spreadsheets/d/1u9Uoz_7Bk6mB9KpQGivF4r_Dm-7U4ikl/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Summit K12 Holdings

Science, Grade 1

Program: *Dynamic Science 1st Grade: ELPS*

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Claim, Evidence, Reasoning

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Diagnostic Assessment - Student

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments have added to support assessing student learning.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments Teacher Guide have added to support teachers in assessing student learning.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each First Grade TEKS Lesson Guide.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180201

Location: ELPS document

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each First Grade TEKS.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180201

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each First Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each First Grade TEKS.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each First Grade TEKS.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each First Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each First Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: *Dynamic Science 1st Grade*

ISBN: 9781616180218

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each First Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Publisher: Discovery Education Inc

Science, Grade 2

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

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

ISBN: 9781616291839

Current Page Number(s): 66

Location: Materials

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

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

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

ISBN: 9781616291846

Current Page Number(s): 131-132

Location: Investigating Constellations

Original Text: Review the data collection chart. Tell students that they will work independently to create a constellation. Describe each part of the activity to students. You may find the following tips helpful prior to the investigation:

• Discuss the parts with the students before they begin.
• Ask a few students to summarize the instructions in their own words for the class.
• Set a time limit for the parts.
• Review procedures for cleanup prior to the investigation.
• Review how students should collect data during the activity.

Allow students to follow the steps below to carry out the investigation activity. Consider having students work in pairs, each making their own telescope. Consider supporting students by providing help constructing telescopes or pairing early finishers with students who need assistance.

Part 1
Choose a constellation.

Updated Text: Review the data collection chart. Tell students that they will work like an engineer to design and create a model of a telescope to view a constellation. Describe each part of the activity to students. You may find the following tips helpful prior to the investigation:

• Discuss the parts with the students before they begin.
• Ask a few students to summarize the instructions in their own words for the class.
• Set a time limit for the parts.
• Review procedures for cleanup prior to the investigation.
• Review how students should collect data during the activity.
• Encourage students to be creative as they imagine, plan, create, and improve their models.

Allow students to follow the steps to carry out the investigation activity. Once they finish, allow them to test their model and determine how they might improve it. Consider having students work in pairs, each making their own telescope. Support students by helping construct their telescopes or pairing early finishers with students who need assistance. Consider supplying students with additional resources from around the classroom that they can use to improve their models, such as paper clips or paper. Be sure to distribute any extra materials to the students.

Part 1
1. Choose a constellation.
2. Gather materials.
3. Discuss how to use the materials to design a model telescope.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Educator Notes, Materials List

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

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

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Hands-On Activity > new Part 4 slide

Original Text: [New slide between Part 3 and Turn and Talk]

Updated Text: Investigating Constellations

Part 4
1. Discuss a way to improve your model.
2. Draw your improvements.
3. Gather materials to improve your model.
4. Test your model.
5. Discuss if your improvements make a difference.

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

ISBN: 9781616291853

Current Page Number(s): 136

Location: [New Part 4 under Part 3]

Original Text: [New Part 4 under Part 3]

Updated Text: Part 4
1. Discuss a way to improve your model.
2. Draw your improvements.
3. Gather materials to improve your model.
4. Test your model.
5. Discuss if your improvements make a difference.

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

ISBN: 9781616291822

Current Page Number(s): xxv

Location: Advance Prep, Materials List

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

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

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Hands-On Activity > Educator Notes > new Part 4 slide

Original Text: [New Educator Notes for new Part 4 slide]

Updated Text: Investigating Constellations

Part 4
1. Discuss a way to improve your model.
2. Draw your improvements.
3. Gather materials to improve your model.
4. Test your model.
5. Discuss if your improvements make a difference.

Have students use any extra materials to work like an engineer and improve their models. They will use the engineering process to plan, improve, and test their models. Allow them to share their improvements and discuss whether they made a difference or not.

Ask the following probing questions as you circulate to assess and scaffold student thinking:

ASK
• Was your prediction correct or incorrect? Student responses will vary. Sample response: My prediction was correct.
• How can telescopes help us view constellations? Sample response: They can make the constellations look bigger and closer.
• How did you work as an engineer? Sample response: We found ways to make our models better.

After students have collected their data, direct them to clean up their materials.

MISCONCEPTIONS
Some students may have the misconception that telescopes are fixed on only one object or another because their model telescope showed just one constellation in it. Refer to the interactive to show how people can use the telescope to look at different objects. Students should realize that any object that users look at with magnification tools will be magnified.

ASK
• How did the telescope help you see your constellation? Student responses will vary. Sample response: It made it appear closer and larger.
• What else could astronomers see more clearly with telescopes? Sample response: planets, stars, comets

DIFFERENTIATION
English Language Learners This activity is about analyzing and recreating a constellation. Provide students with sentence frames that they can use to verbally communicate why magnification tools help to see constellations. Without telescopes, we can see the ___ of the stars that make up the constellation. (pattern) Telescopes make the individual stars in the constellation look ___, ___, and ___. (bigger, closer, clearer)

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Part 1, step 1

Original Text: 1. Observe the clay that your teacher passed out and record what your clay looks like in the Before column of the graphic organizer. Think about what you will create and what tools you may need to shape and mold it.

Updated Text: 1. Observe the clay that your teacher passed out and record what your clay looks like in the Before column of the graphic organizer. Measure and record the longest part of the clay.

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

ISBN: 9781616291846

Current Page Number(s): 132-133

Location: [New Part 4 under Part 3]

Original Text: [New Part 4 under Part 3]

Updated Text: Part 4
1. Discuss a way to improve your model.
2. Draw your improvements.
3. Gather materials to improve your model.
4. Test your model.
5. Discuss if your improvements make a difference.

Have students use any extra materials to work like an engineer and improve their models. They will use the engineering process to plan, improve, and test their models. Allow them to share their improvements and discuss whether they made a difference or not. Ask the following probing questions as you circulate to assess and scaffold student thinking:

ASK
• Was your prediction correct or incorrect? Student responses will vary. Sample response: My prediction was correct.
• How can telescopes help us view constellations? Sample response: They can make the constellations look bigger and closer.
• How did you work as an engineer? Sample response: We found ways to make our models better.

After students have collected their data, direct them to clean up their materials.

MISCONCEPTIONS
Some students may have the misconception that telescopes are fixed on only one object or another because their model telescope showed just one constellation in it. Refer to the interactive to show how people can use the telescope to look at different objects. Students should realize that any object that users look at with magnification tools will be magnified.

ASK
• How did the telescope help you see your constellation? Student responses will vary. Sample response: It made it appear closer and larger.
• What else could astronomers see more clearly with telescopes? Sample response: planets, stars, comets

DIFFERENTIATION
English Language Learners This activity is about analyzing and recreating a constellation. Provide students with sentence frames that they can use to verbally communicate why magnification tools help to see constellations. Without telescopes, we can see the ___ of the stars that make up the constellation. (pattern) Telescopes make the individual stars in the constellation look ___, ___, and ___. (bigger, closer, clearer)

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

ISBN: 9781616291839

Current Page Number(s): 67

Location: Part 1, step 1

Original Text: 1. Observe the clay that your teacher passed out and record what your clay looks like in the Before column of the graphic organizer. Think about what you will create and what tools you may need to shape and mold it.

Updated Text: 1. Observe the clay that your teacher passed out and record what your clay looks like in the Before column of the graphic organizer. Measure and record the longest part of the clay.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/17950a75-c9df-4ae5-84b5-5333f4348395

Location: Unit 4: Plants and Animals in Ecosystems > Concept 4: Ecosystems > Lesson 1: How Do Environments Support Organisms? > Section: Real-World Phenomenon > Location: Part 2, Educator Notes > ASK, second bullet

Original Text: • How is a desert environment different from other kinds of environments? Sample response: Deserts do not get much rain, so there is less food and water that can support living things.

Updated Text: • What patterns did you notice that make a desert environment different from other kinds of environments? Sample response: I noticed that the desert environment did not have grass or big green trees. The ground looked dry and there were a lot of rocks. The plants looked like they do not get very much water. Deserts do not get much rain, so there is less food and water that can support living things.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Educator Notes > Part 1, step 1, third bullet

Original Text: • Have students observe the clay and use words or pictures to describe it in the Before column of their graphic organizer.

Updated Text: • Have students observe the clay and use words or pictures to describe it in the Before column of their graphic organizer. Then, have them measure the longest part of the clay and record the length using the appropriate unit.

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

ISBN: 9781616291822

Current Page Number(s): 55

Location: Part 1, third bullet

Original Text: • Have students observe the clay and use words or pictures to describe it in the Before column of their graphic organizer.

Updated Text: • Have students observe the clay and use words or pictures to describe it in the Before column of their graphic organizer. Then, have them measure the longest part of the clay and record the length using the appropriate unit.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition***

ISBN: 9781616291884

Current Page Number(s): 128

Location: ASK, second bullet

Original Text: • How is a desert environment different from other kinds of environments? Sample response: Deserts do not get much rain, so there is less food and water that can support living things.

Updated Text: • What patterns did you notice that make a desert environment different from other kinds of environments? Sample response: I noticed that the desert environment did not have grass or big green trees. The ground

looked dry and there were a lot of rocks. The plants looked like they do not get very much water. Deserts do not get much rain, so there is less food and water that can support living things.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Part 1, step 4

Original Text: 4. Observe your clay structure after you have shaped it. Record your observations.

Updated Text: 4. Observe your clay structure after you have shaped it. Measure and record the longest part of the clay. Record your measurements and observations.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/5fe9e8fe-34f5-4ad5-b4ac-085c206f81f6

Location: Unit 1: Matter and Forces > Concept 4: Exploring Sound > Lesson 4: Make a Telephone > Section: Hands-On Activity > Location: Turn and Talk

Original Text: • How would you change the device to communicate clearly over a distance?

Updated Text: • How would you change the device to communicate clearly over a distance?
• How well did your solution meet the problem?
• How would you improve your design if you had to do it again?

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

ISBN: 9781616291839

Current Page Number(s): 68

Location: Part 1, step 4

Original Text: 4. Observe your clay structure after you have shaped it. Record your observations.

Updated Text: 4. Observe your clay structure after you have shaped it. Measure and record the longest part of the clay. Record your measurements and observations.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/5fe9e8fe-34f5-4ad5-b4ac-085c206f81f6

Location: Unit 1: Matter and Forces > Concept 4: Exploring Sound > Lesson 4: Make a Telephone > Section: Hands-On Activity > Location: Educator Notes, Turn and Talk

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

How would you change the device to communicate clearly over a distance? Sample response: I would use a different type of string.

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

• How would you change the device to communicate clearly over a distance? Sample response: I would use a different

type of string.
• How well did your solution meet the problem? Sample response: Our solution worked well. We could hear each other through the cups. Sometimes, it was not very clear.
• How would you improve your design if you had to do it again? Sample response: I would try using different types of strings to see if our device improves.

Encourage student groups to share their ideas with students from other classes during lunchtime or after school. Students should also be encouraged to share what they learned in today's activity with their caregiver or other family members. This provides students with an opportunity to communicate the problem and their solution(s) with individuals outside of their classroom.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Educator Notes > Part 1, step 4, first bullet

Original Text: • Have students observe their new object and use words or pictures to describe it in the After column of their graphic organizer.

Updated Text: • Have students observe their new object and use words or pictures to describe it in the After column of their graphic organizer. Then, have them measure the longest part of the clay and record the length.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/d9a3aa56-8844-47d8-9a27-a1615d07b46c

Location: Unit 1: Matter and Forces > Concept 3: Investigating Pushes and Pulls > Lesson 3: Crazy Contraptions > Section: Hands-On Activity > Location: Part 1 step 2

Original Text: 2. Draw a contraption that will allow the ball to move from the start to the finish.

Updated Text: 2. Work with your group to draw a contraption that will allow the ball to move from the start to the finish.

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

ISBN: 9781616291822

Current Page Number(s): 55

Location: Part 1, sixth bullet

Original Text: • Have students observe their new object and use words or pictures to describe it in the After column of their graphic organizer.

Updated Text: • Have students observe their new object and use words or pictures to describe it in the After column of their graphic organizer. Then, have them measure the longest part of the clay and record the length.

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

ISBN: 9781616291839

Current Page Number(s): 121

Location: Part 1, step 2

Original Text: 2. Draw a contraption that will allow the ball to move from the start to the finish.

Updated Text: 2. Work with your group to draw a contraption that will allow the ball to move from the start to the finish.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Intro and Objectives, Setting the Purpose

Original Text: Have you ever looked up to see the stars in the night sky?

A telescope is a magnification tool used to investigate objects in the sky.

Updated Text: We can look up to see the stars in the night sky. But some stars may be hard to see.

Think about the problem. How can we solve this problem?

A telescope is a magnification tool used to investigate objects in the sky. How would you design a model of a telescope?

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/d9a3aa56-8844-47d8-9a27-a1615d07b46c

Location: Unit 1: Matter and Forces > Concept 3: Investigating Pushes and Pulls > Lesson 3: Crazy Contraptions > Section: Hands-On Activity > Location: Educator Notes, Part 2

Original Text: After students have collected their data, direct them to clean up their materials.

Updated Text: After students have collected their data, have them display their drawing, contraption, and data around the classroom to create a gallery. Have each group describe their designs and data to another group. Encourage students to ask each other questions about their designs and data. Have them compare their designs and share ideas for how they could improve their solutions. Then, have the groups switch to take turns sharing.

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

ISBN: 9781616291822

Current Page Number(s): 106

Location: Part 2, second paragraph

Original Text: After students have collected their data, direct them to clean up their materials.

Updated Text: After students have collected their data, have them display their drawing, contraption, and data around the classroom to create a gallery. Have each group describe their designs and data to another group. Encourage students to ask each other questions about their designs and data. Have them compare their designs and share ideas for how they could improve their solutions. Then, have the groups switch to take turns sharing.

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

ISBN: 9781616291853

Current Page Number(s): 132

Location: Intro paragraph

Original Text: Have you ever looked up to see the stars in the night sky? A telescope is a magnification tool used to investigate objects in the sky.

Updated Text: We can look up to see the stars in the night sky. But some stars may be hard to see. Think about the problem. How can we solve this problem?

A telescope is a magnification tool used to investigate objects in the sky. How would you design a model of a telescope?

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/4fdc1d62-fcb5-444b-9379-85ff6978566a

Location: Unit 3: Weather Observations > Concept 2: Severe Weather > Lesson 6: Investigating Severe Weather > Section: Hands-On Activity > Location: Educator Notes, Part 2, step 2

Original Text: For their assigned severe weather from Part 1, allow students to draw or describe their ideas for staying safe during severe weather.

Updated Text: For their assigned severe weather from Part 1, allow students to draw or describe their ideas for staying safe during severe weather. Have students work on their solutions individually first before discussing their ideas as a group.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Hands-On Activity > Investigating Constellations, Part 1

Original Text: Choose a constellation or a group of stars that form a pattern in the sky.

Updated Text: 1. Choose a constellation or group of stars that form a pattern in the sky.

2. Gather your materials.

3. Discuss how you can use the materials to design a model of a telescope.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition***

ISBN: 9781616291860

Current Page Number(s): 71

Location: Part 2, second bullet

Original Text: • For their assigned severe weather from Part 1, allow students to draw or describe their ideas for staying safe during severe weather.

Updated Text: • For their assigned severe weather from Part 1, allow students to draw or describe their ideas for staying safe during severe weather. Have students work on their solutions individually first before discussing their ideas as a group.

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

ISBN: 9781616291853

Current Page Number(s): 135

Location: Part 1

Original Text: Choose a constellation or a group of stars that form a pattern in the sky.

Updated Text: 1. Choose a constellation or group of stars that form a pattern in the sky.

2. Gather your materials.

3. Discuss how you can use the materials to design a model of a telescope.

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/a44c876b-5d00-400e-a7dc-507ffc53a81b

Location: Unit 1: Matter and Forces > Concept 2: Changing Materials > Lesson 2: Changing Clay and Paper > Section: Hands-On Activity > Location: Materials

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

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

Component: ***Science Techbook for Texas by Discovery Education: Grade 2***

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/22010e5c-2053-476c-84f8-725a8d428197

Location: Unit 2: Earth and Sky > Concept 4: Magnification Tools > Lesson 4: Making a Model Telescope > Section: Hands-On Activity > Educator Notes > Investigating Constellations (15 min)

Original Text: Review the data collection chart. Tell students that they will work independently to create a constellation. Describe each part of the activity to students. You may find the following tips helpful prior to the investigation:

• Discuss the parts with the students before they begin.
• Ask a few students to summarize the instructions in their own words for the class.
• Set a time limit for the parts.
• Review procedures for cleanup prior to the investigation.
• Review how students should collect data during the activity.

Allow students to follow the steps to carry out the investigation activity. Consider having students work in pairs, each making their own telescope. Consider supporting students by providing help constructing telescopes or pairing early finishers with students who need assistance.

Part 1
Choose a constellation.

Updated Text: Review the data collection chart. Tell students that they will work like an engineer to design and create a model of a telescope to view a constellation. Describe each part of the activity to students. You may find the following tips helpful prior to the investigation:

• Discuss the parts with the students before they begin.
• Ask a few students to summarize the instructions in their own words for the class.
• Set a time limit for the parts.
• Review procedures for cleanup prior to the investigation.
• Review how students should collect data during the activity.
• Encourage students to be creative as they imagine, plan, create, and improve their models.

Allow students to follow the steps to carry out the investigation activity. Once they finish, allow them to test their model and determine how they might improve it. Consider having students work in pairs, each making their own telescope. Support students by helping construct their telescopes or pairing early finishers with students who need assistance. Consider supplying students with additional resources from around the classroom that they can use to improve their models, such as paper clips or paper. Be sure to distribute any extra materials to the students.

Part 1
1. Choose a constellation.
2. Gather materials.
3. Discuss how to use the materials to design a model telescope.

Publisher: Great Minds

Science, Grade 2

Program: *PhD Science Texas Level 2 Texas Program Bundle (Modules 1-3): TEKS*

Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition*

ISBN: 9798885885218

Current Page Number(s): 32

Location: Immediately after "Sample anchor model:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition*

ISBN: 9798885885218

Current Page Number(s): 296

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2984)."

Component: ***Matter with Spotlight Lessons on Weather Events Teacher Edition***

ISBN: 9798885885218

Current Page Number(s): 536

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2985)."

Component: ***Sound with Spotlight Lessons on Objects in the Sky Teacher Edition***

ISBN: 9798885885225

Current Page Number(s): 318

Location: End-of-Module Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2986)."

Component: ***Sound with Spotlight Lessons on Objects in the Sky Teacher Edition***

ISBN: 9798885885225

Current Page Number(s): 320

Location: End-of-Module Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2986)."

Component: ***Sound with Spotlight Lessons on Objects in the Sky Teacher Edition***

ISBN: 9798885885225

Current Page Number(s): 539

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2987)."

Component: ***Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition***

ISBN: 9798885885232

Current Page Number(s): 287

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2988)."

Component: ***Plants with Spotlight Lessons on Living Things and Their Environments Teacher Edition***

ISBN: 9798885885232

Current Page Number(s): 553

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2989)."

Publisher: Houghton Mifflin Harcourt

Science, Grade 2

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

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

ISBN: 9780358860204

Link to Current Content:
View Current Content

Current Page Number(s): Matter (TEKS 2.6) Test, p. 5

Location: Item 8, art in prompt (Olivia's train, Julio's train, Ben's train)

Original Text: New Content

Updated Text: Image of middle block of Olivia’s and Ben’s trains have a dotted pattern.
Image of middle block of Julio's train has a diagonally-striped pattern.

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

ISBN: 9780358860204

Current Page Number(s): Grade 2 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade 2 describes the horizontal alignment and how science concepts build over time across the grade level.

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

ISBN: 9780358860204

Link to Current Content:
View Current Content

Current Page Number(s): Matter Can Change (TEKS 2.6.B) Quiz, p. 2

Location: Item 4, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: "Lilibet wants to investigate two bottles of milk. She put one bottle in the refrigerator and one in a cooler. Both the refrigerator and the cooler have a current temperature of 6°C. The milk will freeze when it gets to 0°C. How much cooler does it need to get to freeze her milk?
A. 0°C
B. 3°C
C. 6°C"

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

ISBN: 9780358841555

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

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

ISBN: 9780358861652

Link to Current Content:
View Current Content

Current Page Number(s): pp. 117–122

Location: Hands-On Activity, multiple pages

Original Text: New Content

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

ISBN: 9780358860204

Link to Current Content:
View Current Content

Current Page Number(s): Matter (TEKS 2.6) Test, p. 5

Location: Item 8, Answer choice B

Original Text: New Content

Updated Text: "B. same size as Olivia’s, but some blocks look different."

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

ISBN: 9780358859727

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.7.B, Day 4, Screens 2–4, 6–7

Location: Hands-On Activity, multiple screens

Original Text: New Content

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

ISBN: 9780358860204

Link to Current Content:
View Current Content

Current Page Number(s): Matter (TEKS 2.6) Test, p. 4

Location: Item 7, art in prompt, answer choice A art, answer choice B art, answer choice C art

Original Text: New Content

Updated Text: Image of block with dotted pattern added to flat, rectangular, light-shaded (stem, A, C)
Image of cubic rectangular prism darkened (stem, B, C)
Image of darker block in item C has a “axle” is visible underneath

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

ISBN: 9780358859727

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.7.B, Day 5, new screen before current Screen 4

Location: new screen

Original Text: New Content

Updated Text: [head] "Plan an Investigation
Plan a descriptive investigation of a clay ball roller coaster. You will need to push or pull the ball three times as it moves. Draw a track for the ball. When your teacher approves your plan, conduct your investigation. How strong do your pushes or pulls need to be for the ball to keep moving? What happens if you push it too hard? What happens if you push the ball too softly?"

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

ISBN: 9780358861652

Link to Current Content:
View Current Content

Current Page Number(s): p. 124

Location: bottom of page

Original Text: New Content

Updated Text: "Plan a descriptive investigation of a clay ball roller coaster. You will need to push or pull the ball three times as it moves. Draw a track for the ball. When your teacher approves your plan, conduct your investigation. How strong do your pushes or pulls need to be for the ball to keep moving? What happens if you push it too hard? What happens if you push the ball too softly?"

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

ISBN: 9780358841555

Link to Current Content:
View Current Content

Current Page Number(s): pp. 100–103

Location: Hands On Activity, multiple instances

Original Text: New Content

Updated Text: replace "checker" with "ball" each place it appears; replace references to “the desk” with “the floor”

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

ISBN: 9780358860204

Link to Current Content:
View Current Content

Current Page Number(s): Objects in the Sky (TEKS 2.9) Test, p. 3

Location: Item 4, prompt and answer choices A–C

Original Text: New Content

Updated Text: "Tonya describes how the sun makes Earth warm to her friend Eryn. Tonya shows Eryn her temperature data for a sunny spot on the playground is higher than in a shady spot. Which sentence explains how science can help Eryn on a hot day?
A. Eryn knows that if she needs to be cooler, she can stand in the shade.
B. Eryn knows that if she wants to be warmer, she can stand in the shade.
C. Eryn knows that it doesn't matter where she stands because she lives in Texas"

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

ISBN: 9780358861652

Link to Current Content:
View Current Content

Current Page Number(s): p. 282

Location: image of weather radar over map

Original Text: New Content

Updated Text: "A meteorologist made this forecast. They organized the data for the week using symbols."

Image of a weekly weather forecast

"Organize this data for a day using symbols instead of words.
7:00 am — rainy
9:00 am — windy
1:00 pm — sunny
5:00 pm — cloudy"

[drawing box]

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

ISBN: 9780358859727

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.10.B, Day 4, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "A meteorologist made this forecast. They organized the data for the week using symbols."

Image of a weekly weather forecast

"Organize this data for a day using symbols instead of words.
7:00 am — rainy
9:00 am — windy
1:00 pm — sunny
5:00 pm — cloudy"

[drawing box]

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

ISBN: 9780358861652

Link to Current Content:
View Current Content

Current Page Number(s): p. 409

Location: below Step 4

Original Text: New Content

Updated Text: "Step 5
Organize your data using words. Compare the flower to the straw."

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

ISBN: 9780358859727

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.13.A, Day 2, Screen 3

Location: below Step 4

Original Text: New Content

Updated Text: "Step 5
Organize your data using words. Compare the flower to the straw."

Publisher: Savvas Learning

Science, Grade 2

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

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

ISBN: 9781428553781

Current Page Number(s): Topic Readiness Test for Each Topic

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New content to address TRR rubric feedback, current content does not exist.

Updated Text: We will provide a Topic Readiness Tests for each topic to address comments in the TRR rubric.

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Current Page Number(s): Spiraling Content Activity for Each Topic

Location: Spiraling Content Activity for Each Topic

Original Text: New content to address TRR rubric feedback, current content does not exist.

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Publisher: Summit K12 Holdings

Science, Grade 2

Program: *Dynamic Science 2nd Grade: TEKS*

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Second Grade TEKS.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Second Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Second Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Second Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Claim, Evidence, Reasoning

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Diagnostic Assessment - Student

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments have added to support assessing student learning.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180225

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments Teacher Guide have added to support teachers in assessing student learning.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: ***Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Second Grade TEKS Lesson Guide.

Component: ***Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: ***Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: ***Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: ***Dynamic Science 2nd Grade***

ISBN: 9781616180232

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180225

Location: ELPS document

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Second Grade TEKS.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180225

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: *Dynamic Science 2nd Grade*

ISBN: 9781616180232

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Second Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Publisher: TPS Publishing

Science, Grade 2

Program: *STEAM into Science - Grade 2 Edition: TEKS*

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 2 - https://docs.google.com/spreadsheets/d/1__NZVpzMjBbpcYQMUIBfwy0OGebVE52A/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 2 - https://docs.google.com/spreadsheets/d/1_bj3f0DJaaG9TSQE55RGE7B6lX8BOsTA/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 2 - https://drive.google.com/file/d/1aTn_gVxBOUHTOEu2-i-KPS7LAsossE9p/view?usp=sharing

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 2 - https://docs.google.com/spreadsheets/d/1Weq-nQIySYmsJOzLHMJflFI_VRDo2vSl/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Vertical Alignment Vertical Integration Table TEKS 1-5 - Learn by Doing - https://docs.google.com/spreadsheets/d/1oVAx05vofMRURbaLCuzrGeoIOjZrX_9D/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Accelerate Learning Inc.

Science, Grade 2

Program: *STEMscopes Science TX - Grade 2: ELPS*

Component: ***STEMscopes Science TX - Grade 2 (Online)***

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: English Language Support Strategies

Proficiency Level

ELPS: Listening

demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs

Strategy: Reader/Writer/ Speaker Response Triads

Students will work to gain understanding of a text in cooperative groups of three. Student One will read the text to the others. Student Two will record the group's response to the question. Student Three will report the recorded response back to the group. Students will switch roles after reporting.

From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

The teacher should group students in a way that provides them with a sense of security for reading and speaking. This likely means the teacher will need to group beginners with students that the beginners feel comfortable speaking with and who will be supportive. The teacher should spend time with the group ensuring they are able to complete the task.

Intermediate

The teacher should spread intermediate students among groups where the students are both supported and challenged to speak and answer questions. An intermediate student is good support for a beginner but might also need the support of an advanced learner.

Advanced/Advanced High

The teacher should consider grouping some advanced students with beginner and intermediate students who need language support and some with native English speakers to ensure they are working toward a higher level.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

View Updated Content

Original Text: New Content

Updated Text: English Language Support Strategies

Proficiency Level

ELPS: Speaking

expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication

Strategy: Partner Reading

From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

Students sit with partners. They share a book that includes simple vocabulary and concepts. Students take turns reading aloud a paragraph or page from the book. After one student reads, the other student summarizes what was read. Then, the student who summarized reads a paragraph or page from the book, and the other student summarizes what was read. The students continue to take turns reading and summarizing.

Intermediate

Students sit with partners and share a book. Students take turns reading aloud a paragraph or page from the book. After one student reads, they ask the other student a question about what was read. After the student answers, that student then reads a paragraph or page and asks a question. The complexity of the questioning will vary based on students' command of the language. Students continue to take turns reading and asking questions.

Advanced/Advanced High

Students sit with partners and share a more complex book. Students take turns reading a page from the book. After one student reads the page, the other student summarizes what was read. Then, the student that read asks their partner a question about what he read. After the student answers the question, they read the next page. Students continue to take turns reading. The complexity of the summarization and questioning depends on students' command of the language.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will work to gain understanding of a text in cooperative groups of three. Student One will read the text to the others. Student Two will record the group's response to the question. Student Three will report the recorded response back to the group. Students will switch roles after reporting.

Strategy: Reader/Writer/Speaker Response Triads

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: English Language Support Strategies Proficiency Level ELPS: Reading c4F: use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language Strategy: Sentence Sort From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education) Beginner The teacher gives students illustrated sentence strips from simple text in a book or any other source that can be sorted by their characteristics. An example might be simple questions and simple statements. Intermediate Students, with the teacher’s assistance, generate categories to sort sentences according to their characteristics. Sentences can be taken from the text in a book or any other source. Examples might be descriptive sentences and nondescriptive sentences or formal and informal English. Advanced/Advanced High Students generate categories in which the learners sort sentences according to their characteristics. Sentences can be taken from the text in a book or any other source. Examples might be sentences connecting/comparing/opposing ideas or correct/incorrect usage. For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Strategy: Improv Read Aloud

While the teacher or a student is reading a passage aloud, other students will take turns silently acting out the reading. Afterward, the students will discuss the ways that the students chose to act out their portion.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: We will be going outside to set up our class weather station. Before we go outside, ask the following question.

Can you identify and describe some safe practices we should follow during this field investigation and explain why it is important for us to follow them? Answers will vary but should include practices such as the following:

We should not look directly at the Sun because it can hurt our eyes.

We should pay attention to the terrain we are walking on in case it is wet and slippery or there are rocks in the way so nobody slips or trips and falls or twists their ankle.

We should be observant of bees or ants or other insects so no one gets stung or bit while we are outside.

We should listen to our teacher because he or she will give us directions that will help us learn and also keep us safe.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Tell students they are going to go outside to see the power of the Sun's light. Ask the following questions:

Can you identify some safe practices you should use during this field activity and describe why they should be followed? Answers will vary but students should include (even if prompting is needed):

We should not look directly at the Sun because it can hurt our eyes.

We should listen to our teacher because he/she will give us directions that will help us learn and keep us safe.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

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We should not look directly at the Sun because it can hurt our eyes.

We should pay attention to the terrain we are walking on in case it is wet and slippery or there are rocks in the way so nobody slips or trips and falls or twists their ankle.

We should be observant of bees or ants or other insects so no one gets stung or bit while we are outside.

We should listen to our teacher because he or she will give us directions that will help us learn and also keep us safe.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

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Can you identify some safe practices you should use during this field activity and describe why they should be followed? Answers will vary but students should include (even if prompting is needed):

We should not look directly at the Sun because it can hurt our eyes.

We should listen to our teacher because he/she will give us directions that will help us learn and keep us safe.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Spiral Opportunity
The following STEMscopes content is covered within this grade level. It can be used to provide additional practice that supports mastery and retention of current science concepts while spiraling in previous concepts.

Visit the Science Center in Weather Conditions before they complete the science center in Environmental Characteristics to relate the concepts together and reinforce how to measure and record different types of weather.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Spiral Opportunity (on landing page found in link above)

The following STEMscopes content is covered within this grade level. It can be used to provide additional practice that supports mastery and retention of current science concepts while spiraling in previous concepts.

Visit the Science Center in Physical Properties of Matter to have students identify properties related to Sound.

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Spiral Opportunity
The following STEMscopes content is covered within this grade level. It can be used to provide additional practice that supports mastery and retention of current science concepts while spiraling in previous concepts.

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Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text:
Proficiency Level

ELPS: Writing

internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment

Strategy: Free Write

Provide students with a 5-to-10-minute block of time to free write. The goal is to write the entire time. For some students, this might mean that they write ""I don't know what to write"" on occasion. English learners may switch between native languages and English to keep writing as well as sketching ideas.

From Navigating the ELPS in the Science Classroom: Using the Standards to Improve Instruction for English Learners by John Seidlitz & Jennifer Jordan-Kaszuba (Seidlitz Education)

Beginner

Allow beginning students to draw or write in any way they feel comfortable, even if that means writing in their native language. The goal is to ensure they continue to write. Encourage them to use any English words they are comfortable with.

Intermediate

Ask intermediate students to draw and free write and use English predominantly. Tell them that they can write in their native language if they get stuck as long as they keep writing.

Advanced/Advanced High

Encourage advanced students to only write in English. Challenge them to stick to English. If they get stuck, they can draw but should stay in English for the writing.

For more information about implementing language acquisition strategies and incorporating the ELPS, check out the Teacher Resources.

Publisher: McGraw Hill

Science, Grade 2

Program: *McGraw Hill Texas Science, Grade 2: ELPS*

Component: *Texas Science, Grade 2 Teacher Edition*

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: *Texas Science, Grade 2 Teacher Edition*

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: ***Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G2 Pacing Guide

Component: ***Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: ***Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: ***Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: ***Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: ***Texas Science, Grade 2 Teacher Edition***

ISBN: 9781265991975

Current Page Number(s): N/A

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Publisher: Discovery Education Inc

Science, Grade 3

Program: *Science Techbook for Texas by Discovery Education - Grade 3: TEKS*

Component: ***Science Techbook for Texas by Discovery Education: Grade 3***

ISBN: 9781616291457

Current Page Number(s): https://app.discoveryeducation.com/learn/player/594d1ab6-caf3-4a24-a88d-5c5aeb05a062

Location: Unit 1 > Concept 1 > lesson 2 > Lesson Planning, Slide 12, above pencil icon

Original Text: New Content

Updated Text:
Have students use the data from the table to create a simple line graph showing how the volume of each object compares.

Publisher: Great Minds

Science, Grade 3

Program: *PhD Science Texas Level 3 Texas Program Bundle (Modules 1-3): TEKS*

Component: ***Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 338

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2992)."

Component: ***Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***

ISBN: 9798885885263

Current Page Number(s): 577

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2993)."

Component: ***Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 38

Location: Lesson 2, Immediately after "Sample anchor model:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

Component: ***Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***

ISBN: 9798885885249

Current Page Number(s): 291

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2990)."

Component: ***Survival and Change Teacher Edition***

ISBN: 9798885885256

Current Page Number(s): 353

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2991)."

Publisher: Houghton Mifflin Harcourt

Science, Grade 3

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 3: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 3*

ISBN: 9780358860211

Current Page Number(s): Grade 3 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade 3 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

Publisher: McGraw Hill

Science, Grade 3

Program: *McGraw Hill Texas Science, Grade 3: TEKS*

Component: *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G3 Pacing Guide

Component: *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: *Texas Science, Grade 3 Teacher Edition*

ISBN: 9781265993504

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Publisher: Savvas Learning

Science, Grade 3

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

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 110

Location: Topic 5 Overview, Preview the Topic

Original Text: In this topic, students learn about patterns on Earth. First, in Experience 1, they will measure and compare weather conditions. In Experience 2, they will describe how soil is formed by weathering and decomposition. In Experience 3, they will explore rapid changes to Earth. In Experience 4, they will explain how people use resources and the importance of resource conservation.

Updated Text: In this topic, students learn about patterns on Earth. First, in Experience 1, they will measure and compare weather conditions. In Experience 2, they will describe how soil is formed by weathering and decomposition. In Experience 3, they will explore rapid changes to Earth. In Experience 4, they will explain how people use resources and the importance of resource conservation. As you progress through the topic, connect the activities back to Topic 4, Earth

and Space. Students can deepen their understanding of Earth as a planet in relation to the sun, moon, and other planets (TEKS 3.9A, 3.9B) from Topic 4 to what they learn in Topic 5 about patterns on Earth.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Improving Communication - Activity Sheet AK - see link

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): page 123

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

View Updated Content

Original Text: WEATHER

Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: WEATHER
Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

[Box] Targeted Instruction
If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out:

- Use two thermometers to record the temperature outside in a sunny spot and a shady spot. Another option is to measure the temperature in the classroom—try a location close to the window and another location away from the window. Ask How do the temperatures compare? Sample answer: The temperature is higher in the sun and lower in the shade/away from the window.
- Make a simple rain gauge by taping a ruler into a cup and a ruler. Set the rain gauge outside on a rainy day to see how much rain falls.
- Make a wind vane by attaching a paper arrowhead and tail to the ends of straw. Push a pin through the straw into the eraser of an unsharpened pencil. Make sure it spins freely. Use clay to attach the wind vane to an outside location and observe the wind.

Have students compare and describe their weather measurements with weather measurements in another location.

Component: ***Grade 3 Digital Components***

ISBN: 9781428553798

Location: New Slide to meet Grade 3 TEKS Breakouts 3.A.iv, Shared Asset

Link to Updated Content:

View Updated Content

Original Text: [New slide based on Gr 3 SRP TEKS review]

Updated Text: Propose Solutions (See Link for Content)

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 81

Location: New content to address TRR rubric feedback. Topic 3, Experience 2, Guide Student Thinking

Original Text: New Content

Updated Text: Have students use the title of the Read About It,
Mechanical Energy, to generate questions about what they want to know about this topic. Encourage students to continue generating questions during and after reading to deepen understanding and to gain information. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: In this topic, students learn about organisms. First, in Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. Then, in Experience 2, they explore, illustrate, and compare the life cycles of various organisms.

Updated Text: In this topic, students learn about organisms. First, in Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. Then, in Experience 2, they explore, illustrate, and compare the life cycles of various organisms. As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned in Topic 6 about how temperature and precipitation can affect animal migration and behavior and plant responses (TEKS 3.12A) to what they learn about life cycles in Topic 7. They can also start to connect what they are learning in Topic 7 about external structures and functions to what they learned in Topic 6 about food chains (TEKS 3.12B) and why organisms are more likely thrive or perish when natural changes occur to an environment (TEKS 3.12C).

Component: ***Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Natural Resources and Conservation - Presentation - see link

ESS24_TopicAct_G3_ntrescon.pptx

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): page 203

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

View Updated Content

Original Text: STRUCTURES AND FUNCTIONS Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: STRUCTURES AND FUNCTIONS Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified. [Box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: • Have students work in pairs to tape their thumb to their palm. Have students try to complete simple tasks such as writing with a pencil, tying a shoelace, turning pages of a book, etc. Discuss the function of our thumb and the structure of our hands. Connect this to the STEAM Station. Safety Make sure students do not force their thumbs into a painful position. • Provide a medium-sized container of water. Students will spread their fingers and slide them through the water. Then students should keep their fingers close together and slide through the water again. Notice that when the fingers are closer together, the hand can move more water than when the fingers are separated. Tell students this is similar to how webbed feet help ducks. Safety Wipe up any spills immediately. Ask How do webbed feet help ducks survive in their environment? Sample answer: Webbed feet help ducks glide through the water more easily.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 61

Location: New Content

Original Text: New Content

Updated Text: **Spiraling Content**
To review and practice the content your students have learned so far go on Realize to the Topic 2 Spiraling Content Activity.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 187

Location: New content to address TRR rubric feedback. Topic 6, Experience 4, Evaluate, minor column

Original Text: New Content
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Updated Text: (New Targeted Instruction Box)
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet)Have students draw a picture of a living plant or animal. Then students should draw a diagram showing what that plant or animal might look like as a fossil. Encourage students to use the traits of the plant or animal to leave fossil clues.

(bullet) Explain to students that dinosaur eggs and nests can also be fossilized. Ask students what kind of information a scientist might get from finding a fossilized nest of dinosaur eggs. Then ask them what else they think they might find near the nest. Have students draw a diagram to show what they think the nest looked like when the dinosaurs were alive.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 1 Topic Readiness Test (see link for contents)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 149

Location: New Content

Original Text: New Content

Updated Text: **Spiraling Content**
To review and practice the content your students have learned so far go on Realize to the Topic 3 Spiraling Content Activity.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 2 School to Home Letter (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: Natural Resources and Conservation - Activity Sheet SE - see link

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 5 Topic Readiness Test (see link for contents)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 213

Location: Topic 7 Wrap-Up, Spiraling Content

Original Text: New Content

Updated Text: **Spiraling Content**
To review and practice the content your students have learned so far go on Realize to the Topic 3 Spiraling Content Activity.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 3 School to Home Letter (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Natural Resources and Conservation - Activity Sheet AK - see link

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 7 Topic Readiness Test (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: School to Home Communication Guide (see link for new content)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 4 School to Home Letter (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Space Exploration Timeline - Presentation - see link

ESS24_TopicAct_G3_spcexptl.pptx

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Adapting to Changes - Presentation - see link

ESS24_TopicAct_G3_adaptchg.pptx

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Teacher Version (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Texas Experience Science Assessment Accommodations (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Space Exploration Timeline - Activity Sheet SE - see link

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Adapting to Changes - Activity Sheet SE - see link

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Teacher Version (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 5 Spiraling Content Activity Student Version (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Space Exploration Timeline - Activity Sheet AK - see link

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 19

Location: Made change to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz
PROPERTIES OF MATTER
Students answer questions about properties of matter by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which

are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 19

Location: Made change to Evaluate, minor column to address TRR response

Original Text: New Content

Updated Text:
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
Have a student volunteer to blow up a balloon. Pass the blown-up balloon around for observation. Invite students to discuss what is taking up space inside the balloon.
Give students an index cards and paper clips to observe. Have a discussion about the physical properties of the two items. Ask students to predict if the index card or paper clip are magnetic. Have students use a magnet to test if the items are magnetic. Ask students if an index card or a paper clip are light or heavy for their size. Have students test if each item will float or sink in water.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Adapting to Changes - Activity Sheet AK - see link

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Page 121

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

View Updated Content

Original Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: ***Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Student Version (see link for contents)

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Link to Current Content:
View Current Content

Current Page Number(s): 39

Location: Teacher Guide page 39, Topic 2 Overview, English Language Arts and Reading Standards

Link to Updated Content:

View Updated Content

Original Text: Added Math TEKS to address TRR. rubric feedback. orginal text does not exist

Updated Text: see link

Component: ***Grade 3 Digital Components***

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 7 Spiraling Content Activity Teacher Version (see link for contents)

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Link to Current Content:
View Current Content

Current Page Number(s): 40

Location: Teacher Guide, page 40, Topic Planner, ELAR/Math TEKS row

Link to Updated Content:

View Updated Content

Original Text: Added Math TEKS to address TRR. rubric feedback. orginal text does not exist

Updated Text: see link

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 27

Location: Made change to Evaluate; Quiz to address TRR response

Original Text: New Content

Updated Text: SOLIDS, LIQUIDS, AND GASES
Students answer questions about properties of matter by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Altering the Environment - Presentation - see link

ESS24_TopicAct_G3_alterenv.pptx

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): Page 201

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

View Updated Content

Original Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): page 71

Location: Address Prior Knowledge, 1st paragraph
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Updated Content:

View Updated Content

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Link to Current Content:
View Current Content

Current Page Number(s): 191

Location: Teacher Guide, page 191, Topic 7 Overview, English Language Arts and Reading Standards

Link to Updated Content:

View Updated Content

Original Text: Added Math TEKS to address TRR. rubric feedback. orginal text does not exist

Updated Text: see link

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 27

Location: Made changes to Evaluate, minor column to address TRR response

Original Text: New Content

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Altering the Environment - Activity Sheet SE - see link

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Page 75

Location: Evaluate, Quiz, 1st Paragraph, Targeted Instruction box

Link to Updated Content:

View Updated Content

Original Text: ENERGY
Students answer questions about energy in our world by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: ENERGY
Students answer questions about energy in our world by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

[Box] Targeted Instruction
If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out:
- Invite students to act out forms of energy they have used today. Challenge students to identify the form of energy their classmate is acting out. What evidence are they using for their guess?
- Have students identify objects that have more/less thermal energy in comparison to other objects. For example, an ice cube has less thermal energy than a warm mug of milk.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): page 119

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

View Updated Content

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Link to Current Content:
View Current Content

Current Page Number(s): 192

Location: Teacher Guide, page 192, Topic 7 Planner, English Language Arts and Reading Standards

Link to Updated Content:

View Updated Content

Original Text: Added Math TEKS to address TRR. rubric feedback. orginal text does not exist

Updated Text: see link

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 33

Location: Made change to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Have students discuss their thoughts about the text
to better understand the information. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Altering the Environment - Activity Sheet AK - see link

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): New

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 1 Topic Readiness Test Remediation (see link for contents)

https://media.pk12ls.com/curriculum/science/texas2025/grade3/Grade%203,%20T1%20Readiness%20Test%20Remediation.pdf

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): page 199

Location: Address Prior Knowledge, 1st paragraph

Link to Updated Content:

View Updated Content

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:
View Current Content

Current Page Number(s): slide 18

Location: Topic 3, Experience 2 Key Ideas Presentation

Link to Updated Content:

View Updated Content

Original Text: New Content to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

Component: ***Grade 3 Teacher Guide***

ISBN: 9781323223345

Current Page Number(s): 35

Location: Made change to Evaluate; Quiz to address TRR response.

Original Text: New Content

Updated Text: QUIZ
COMBINED MATERIALS
Students answer questions about combined materials by completing an editable/
printable or online quiz. Give students still mastering English extra time to translate
assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 3 Digital Components***

ISBN: 9781428553798

Link to Current Content:
View Current Content

Location: New Slide to meet Grade 4 TEKS Breakouts 1.C.iv, Shared Asset

Link to Updated Content:

View Updated Content

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Safe Practices in Field Investigations (See Link for Content)

Component: ***Grade 3 Digital Components***

ISBN: 9781428553798

Current Page Number(s): NEW

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Choose Playground Equipment - Presentation - see link

ESS24_TopicAct_G3_chplayeq.pptx

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): New

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 5 Topic Readiness Test Remediation (see link for contents)

https://media.pk12ls.com/curriculum/science/texas2025/grade3/Grade%203,%20T5%20Readiness%20Test%20Remediation.pdf

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): page 72

Location: STEAM Station, Guide Student Planning, Middle of Page

Link to Updated Content:

View Updated Content

Original Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group.

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Link to Current Content:
View Current Content

Current Page Number(s): slide 18

Location: Topic 5, Experience 4 Key Ideas Presentation

Link to Updated Content:

View Updated Content

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 35

Location: Made change to Evaluate, minor column to address TRR response

Original Text: New Content

Updated Text:
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
Pass around objects made of different materials (wood, plastic, fabric, metal, rubber, cardboard, paper) for students to observe. Have a discussion about the purpose of each object and how the properties of each material make it a good fit for its purpose.
Have students choose an object in the room and discuss why that object might be made of certain materials. Consider objects with contrasting requirements, such as light or heavy, soft or hard, warm or cool, etc.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Link to Current Content:
View Current Content

Location: New Slide to meet Grade 4 TEKS Breakouts 1.C.iv, Shared Asset

Link to Updated Content:

View Updated Content

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Safe Practices in Field Investigations (See Link for Content)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Choose Playground Equipment - Activity Sheet SE - see link

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 7 Topic Readiness Test Remediation (see link for contents)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Link to Current Content:
View Current Content

Location: New Slide to meet Grade 4 TEKS Breakouts 3.B.vii, Shared Asset 3.B.vii

Link to Updated Content:

View Updated Content

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Communicate in a Variety of Formats, (See Link for Content)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Choose Playground Equipment - Activity Sheet AK - see link

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): New

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Correlation to the Social Studies Grade 3 Classroom Grade 3 Texas Knowledge and Skills Social Studies see link

TXSCI_TEKS_G3_SS_Correlation.pdf

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): page 120

Location: Hands On Station, Guide Student Planning, Middle of Page
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Updated Content:

View Updated Content

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Link to Current Content:
View Current Content

Current Page Number(s): slide 20

Location: Topic 7, Experience 1 Key Ideas Presentation

Link to Updated Content:

View Updated Content

Original Text: New text to address TRR rubric feedback, original text does not exist

Updated Text: See link; Added text to Teacher Support Notes: If students need additional support, use this scaffolding for just-in-time learning acceleration.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Link to Current Content:
View Current Content

Location: New Slide to meet Grade 4 TEKS Breakouts 3.B.vii, Shared Asset 3.B.vii

Link to Updated Content:

View Updated Content

Original Text: [New slide based on Gr 4 SRP TEKS review]

Updated Text: Communicate in a Variety of Formats, (See Link for Content)

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: Improving Communication - Presentation - see link

ESS24_TopicAct_G3_imprcomm.pptx

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Topic 2 Spiraling Content Activity Student Version (see link for contents)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): page 200

Location: STEAM Station, Guide Student Planning, Middle of Page

Link to Updated Content:

View Updated Content

Original Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand.

Updated Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: Edited Grade-Level School to home letter throughout the document to better meet the requirements of the TRR rubric.

Link to Updated Content:

View Updated Content

Original Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed lessons and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that they have completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 3, your student will be introduced to topics in physical, earth, and life science. Students will learn about matter, force, motion, and energy. They will explore Earth, space, and patterns on Earth. Finally, students will learn about interactions in ecosystems and organisms. I encourage you

to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, _____ Science Teacher

Updated Text: Dear Family Member or Caregiver, I am looking forward to helping my students learn about science. Because I know that you want your student to be successful, I offer these suggestions so that you can help them gain proficiency in science. Look through recently completed content and be sure to ask lots of questions. One of the best ways for students to check on their learning is to explain it to someone else. Ask about homework assignments and check that your student has completed them. Help your student collect materials and information for school activities. Encourage computer literacy. Advise your student to use computers, tablets, or other devices in school or at the library. If you have a home computer, help your student learn to do research online. In Grade 3, your student will be introduced to topics in physical, earth, and life science. Students will learn about matter, force, motion, and energy. They will explore Earth, space, and patterns on Earth. Finally, students will learn about interactions in ecosystems and organisms. I encourage you to stay involved in your student's learning. By all means, visit the classroom during open house or make an appointment with me if you have questions. Cordially, _____ Science Teacher

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 38

Location: Topic 2 Overview, Preview the Topic

Original Text: In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion.

Updated Text: In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion. As you progress through the topic, connect the activities back to Topic 1, Matter. Students can apply what they learned in Topic 1 about magnetism as a property of matter (TEKS 3.6A) to what they learn about magnetism as a noncontact force in Topic 2.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Current Page Number(s): NEW

Location: New content to address TRR rubric feedback, current content does not exist.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Improving Communication - Activity Sheet SE - see link

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): page 73

Location: Literacy Station, Guide Student Planning, Middle of Page

Link to Updated Content:

View Updated Content

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Original Text: GUIDE STUDENT THINKING Have students use the headings in the Read About It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text.

Updated Text: GUIDE STUDENT THINKING Have students use the headings in the Read About It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New Slide to meet Grade 3 TEKS Breakouts 3.A.iv, Shared Asset

Link to Updated Content:

View Updated Content

Original Text: [New slide based on Gr 3 SRP TEKS review]

Updated Text: Propose Solutions (See Link for Content)

Publisher: Summit K12 Holdings

Science, Grade 3

Program: *Dynamic Science 3rd Grade: TEKS*

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Third Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Third Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Engineering Design Challenge Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Third Grade TEKS.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Third Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Engineering Design Challenge Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Claim, Evidence, Reasoning

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Third Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: ***Dynamic Science Third Grade***

ISBN: 9781616180256

Location: ELPS document

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Third Grade TEKS.

Component: ***Dynamic Science Third Grade***

ISBN: 9781616180249

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: ***Dynamic Science Third Grade***

ISBN: 9781616180249

Link to Current Content:
View Current Content

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

Component: ***Dynamic Science Third Grade***

ISBN: 9781616180249

Link to Current Content:
View Current Content

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

Component: *Dynamic Science Third Grade*

ISBN: 9781616180256

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Third Grade TEKS Lesson Guide.

Publisher: TPS Publishing

Science, Grade 3

Program: *STEAM into Science - Grade 3 Edition: TEKS*

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 3 - https://docs.google.com/spreadsheets/d/15knonm1ovY6DqkONuLvwPeFOwC5U1q_o/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 3 - https://docs.google.com/spreadsheets/d/1gyvFLgpbCtJISukfzdbQULePjR-B4YzR/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 3 - https://drive.google.com/file/d/1o52OJlOKyJk0ut5OfrHxFLi3VIY7FH32/view?usp=sharing

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 3 - https://docs.google.com/spreadsheets/d/1Ejx3CUxc3jq5nuDCt_-TlX86Em_L_s3p/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Great Minds

Science, Grade 4

Program: *PhD Science Texas Level 4 Texas Program Bundle (Modules 1-3): TEKS*

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 30

Location: Lesson 2, immediately after "Sample driving question board:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 274

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2994)."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 533

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2995)."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***

ISBN: 9798885885270

Current Page Number(s): 535

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2995)."

Component: ***Energy with Spotlight Lessons on Earth and Space Teacher Edition***

ISBN: 9798885885287

Current Page Number(s): 268

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2996)."

Component: ***Energy with Spotlight Lessons on Earth and Space Teacher Edition***

ISBN: 9798885885287

Current Page Number(s): 431

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2997)."

Component: ***Plants in the Environment Teacher Edition***

ISBN: 9798885885294

Current Page Number(s): 279

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2998)."

Publisher: Houghton Mifflin Harcourt

Science, Grade 4

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Current Page Number(s): Grade 4 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade 4 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

Publisher: Savvas Learning

Science, Grade 4

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

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 59

Location: Make change to minor column to address TRR Response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Demonstrate how to make a new magnet by magnetizing a paper clip. First, gather a strong permanent magnet, paper clips, steel wool (or iron filings), and paper. Then follow this procedure: 1. Make small metal fragments/filings by rubbing steel wool together over a piece of paper. You will use the metal filings to demonstrate that the paper clip is indeed a magnet. Set this aside. 2. Straighten a paper clip. 3. Hold the straightened paper clip in one hand, and hold the permanent magnet in your other hand. Bring one end of the magnet to the paper clip at the point where you are holding it, and then slide the magnet away from you along the paper clip. Be sure to only move the magnet along the paper clip in one direction, away from your hand. 4. Repeat this several times. 5. Put away the permanent magnet. 6. Retrieve the metal filings that are on the paper. 7. Hold an unmagnetized paper clip near the filings. (Nothing should happen.) 8. Hold the magnetized paper clip near the filings. The filings will be attracted to the paper clip and attach.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 147

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy) If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Have students point to different items around the room and think about what types of natural resources were used to make them. Then have students classify the resources used to make the items as renewable or nonrenewable. For example, the wood used to make a desk is a renewable resource. The plastic used to make a chair comes from fossil fuels, which are nonrenewable resources.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 17

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Reinforce to students that the Read About It is informational text, and that the purpose for reading it is to find facts and information about a topic. Encourage students to generate questions before, during, and after reading the text.

Updated Text: GUIDE STUDENT THINKING Reinforce to students that the Read About It is informational text, and that the purpose for reading it is to find facts and information about a topic. Encourage students to generate questions before, during, and after reading the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 91

Location: Made changes to Quiz to address TRR response

Original Text: Quiz TRANSFER OF ENERGY
Students answer questions about electrical energy and circuits by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Quiz TRANSFER OF ENERGY Students answer questions about electrical energy and circuits by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 203

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Ask students to identify some physical traits humans have. Students might give examples such as two arms, two legs, two eyes, one nose, one mouth, or other characteristics related to the physical structure of the human body. Students may also begin to think about variation in physical traits, such as different heights or eye colors.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 163

Location: Made changes to Quiz to address TRR response

Original Text: Quiz SEASONS
Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Quiz SEASONS

Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 19

Location: Made change to Quiz to address TRR response

Original Text: Quiz PROPERTIES OF MATTER
Students answer questions about the properties of matter by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Quiz PROPERTIES OF MATTER Students answer questions about the properties of matter by completing an editable/ printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 91

Location: Made changes to minor column to address TRR response

Original Text: New Content
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Instruct students to form a circle. Assign one student to model the battery (energy source) and give that student dozens of pennies. Assign another student halfway around the circle from the “battery” student to model the light bulb. The "battery" student passes a penny to the student on one side and continues to supply a penny until the pennies have made a complete trip around the circle. Continue passing the original pennies. The "light bulb" student can stand up once they start receiving pennies to indicate that they have electrical energy to light up. Have students describe how this activity models what happens with electrical energy in a circuit.

Turn on a bright lamp. Ask a student to hold their hand near the lamp but not touching. Ask the student to share observations of what they feel. The student will report their observations to the class. This activity demonstrates that electrical energy produces thermal energy because the bulb feels warm.

Component: *Grade 4 Digital Components*

ISBN: 9781428553804

Current Page Number(s): N/A

Location: Made new slide to address TRR response

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Propose Solutions (See Link for Content)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 163

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Students can make leaf rubbings to see how water and other matter are transported from the stems to the leaves so that photosynthesis can occur. Put a leaf upside down on the table. Place a piece of paper over the leaf. While holding the paper and leaf in place, use the side of a crayon to rub across the leaf. Be sure to color over the entire leaf. Students should see dark lines on the leaves. These lines are where the veins of the leaf are. The veins carry water and other materials to the leaves.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 19

Location: Made change to minor column to address TRR response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: • Have students take the temperature of water placed in a sunny location and water placed in a cool, dark spot. Ask students to explain why there is a difference in the temperature of the water. • Pass around clean plastic washers and several metal washers. Circulate a horseshoe magnet so students can check the objects for magnetism. Ask students to describe the magnetic properties of both types of washers.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 105

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING

Explain to students that as they read they can synthesize, or combine, information from different parts of the text to come up with a new understanding of the ideas. Point out to students that their knowledge of a topic grows when they add new information to what they already know.

Updated Text: GUIDE STUDENT THINKING

Explain to students that as they read they can synthesize, or combine, information from different parts of the text to come up with a new understanding of the ideas. Point out to students that their knowledge of a topic grows when they add new information to what they already know. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Digital Components*

ISBN: 9781428553804

Current Page Number(s): N/A

Location: Made new slide to address TRR response

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Propose Solutions (See Link for Content)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 168

Location: Made changes to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT PLANNING Review resources that are considered to be reliable, such as government or university websites. Encourage students to be creative in constructing their models, but also be clear in representing food chains

Updated Text: GUIDE STUDENT PLANNING Review resources that are considered to be reliable, such as government or university websites. Encourage students to be creative in constructing their models, but also be clear in representing food chains. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 24

Location: Made changes to Guide Student Planning to address TRR Response

Original Text: GUIDE STUDENT PLANNING Remind students that the steps must be
completed in a timely manner to ensure the desired results. After removing the lid from the jar, have students look at the underside of the lid to observe the condensation that has formed. Guide students to handle all materials safely and use teacher assistance when required. Encourage students to keep track of any changes in the state of matter.

Updated Text: GUIDE STUDENT PLANNING Remind students that the steps must be completed in a timely manner to ensure the desired results. After removing the lid from the jar, have students look at the underside of the lid to observe the condensation that has formed. Guide students to handle all materials safely and use teacher assistance when required. Encourage students to keep track of any changes in the state of matter. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 107

Location: Made changes to Quiz to address TRR response

Original Text: Quiz SEASONS
Students answer questions about seasons by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Quiz SEASONS

Students answer questions about seasons by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 107

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Use a small flashlight, a marker, a pencil, and graph paper to model and demonstrate changes in light intensity.

Tape the flashlight about 2 inches from the tip of the pencil. Turn on the flashlight and place the pencil perpendicular to the graph paper. Trace the circle of light that forms with the marker.

Shift the pencil to a 45º angle and trace the new shape the light makes. You will notice that the same amount of light now spreads over a larger area. This means the light is less intense.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 171

Location: Made changes to Quiz to address TRR response

Original Text: Quiz ENERGY IN ECOSYSTEMS
Students answer questions about energy in ecosystems by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz ENERGY IN ECOSYSTEMS Students answer questions about energy in ecosystms by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 25

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that a summary includes only the most important ideas from the text that are important to its meaning.

Updated Text: GUIDE STUDENT THINKING Explain to students that a summary includes only the most important ideas from the text that are important to its meaning. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 113

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Remind students that synthesizing information
helps them create new understandings about the topic. Have students first
summarize the information they learn from the Read About It text and images.
Then have them connect that information to what they learned in the Hands-On
Station. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:
• What new information about the moon's phases did you read about?
• How does that information connect to the Hands-On Station?
• What new understanding do you have about the phases of the moon?

Component: ***Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s): Key Ideas Presentations

Location: Key Ideas Presentations Exit Ticket slide presenter notes

Original Text: New Content

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

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 171

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Share with students a food chain of what you ate for breakfast or lunch. Alternatively, ask for student volunteers to share. The food chain can have multiple links, depending on whether meat is involved. For example, a food chain for a breakfast of scrambled eggs could look like this: seeds → chicken (eggs) → person

- Have students stand in an arrangement that models a food web. Have four to five students act as the producers. Hand small objects that represent energy from sunlight to the producers. Have the producers hand their objects to the first level of consumers. Then have students continue to pass the energy to higher and higher levels of consumers.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 27

Location: Made change to Quiz to address TRR response

Original Text: Quiz SOLIDS, LIQUIDS, AND GASES
Students answer questions about solids, liquids, and gases by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz SOLIDS, LIQUIDS, AND GASES Students answer questions about solids, liquids, and gases by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 27

Location: Made change to minor column to address TRR response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: • Place a damp (not soaking wet) piece of paper towel on your desk before

lunch. After lunch, see if the paper towel is dry. Ask What happened to the water? Explain. Sample answer: The water evaporated into a gas.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 115

Location: Made changes to Quiz to address TRR response

Original Text: Quiz CONDUCTORS AND INSULATORS
Students answer questions about moon phases by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz CONDUCTORS AND INSULATORS Students answer questions about moon phases by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Digital Components*

ISBN: 9781428553804

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 176

Location: Made changes to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT PLANNING Instruct students to read all steps of the investigation before beginning. Remind students that they may take notes in their Science Notebooks while researching. Then they can organize their research in the table on the activity. Guide students to use only credible research resources.

Updated Text: GUIDE STUDENT PLANNING Instruct students to read all steps of the investigation before beginning. Remind students that they may take notes in their Science Notebooks while researching. Then they can organize their research in the table on the activity. Guide students to use only credible research resources. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 32

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT PLANNING Point out that it is important to make a prediction about how mixing will affect the properties of the substances before mixing them. This will help them recognize patterns.

Updated Text: GUIDE STUDENT PLANNING Point out that it is important to make a prediction about how mixing will affect the properties of the substances before mixing them. This will help them recognize patterns. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 115

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Use a quarter and a penny to model the moon's rotation. Have students set the coins on a table with the faces on the coins facing each other. Keep Abraham Lincoln, the "moon," facing the quarter, "Earth," and move it counterclockwise one-quarter of a rotation. Ask which part of the "moon" can be seen from "Earth." Repeat this step three more times until the "moon" returns to its starting position.

Use a flashlight to model the sun and two balls to represent Earth and the moon. Have one student shine the flashlight. Have another student hold Earth and slowly move the moon around it in an orbit. Ask students to observe and describe how much of the moon's lit surface can be seen from Earth.

Component: *Grade 4 Digital Components*

ISBN: 9781428553804

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Topic Readiness Test for each topic to address comments in the TRR rubric.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 179

Location: Made changes to Quiz to address TRR response

Original Text: Quiz FOSSILS
Students answer questions about fossils s by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz FOSSILS Students answer questions about fossils by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 33

Location: Made change to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that when they retell a text, they should include the most important ideas and details in the correct order.

Updated Text: GUIDE STUDENT THINKING Explain to students that when they retell a text, they should include the most important ideas and details in the correct order. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 129

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Tell students that combining information they read in the text with what they already know can deepen their understanding and help them picture how a system or cycle works. Have students discuss how they synthesized information to create new understandings about the water cycle.

Updated Text: GUIDE STUDENT THINKING Tell students that combining information they read in the text with what they already know can deepen their understanding and help them picture how a system or cycle works. Have students discuss how they synthesized information to create new understandings about the water cycle. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Digital Components***

ISBN: 9781428553804

Current Page Number(s): N/A

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will make edits to the School to Home Letter for each topic to address comments in the TRR rubric.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 179

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Students make their own imprints of leaves in air-dry clay. Collect a variety of small leaves (or ask students to bring leaves to class). Place leaves “upside down” on the work surface. Roll air-dry clay into small balls. Press a clay ball onto a leaf to flatten the clay like a pancake. Turn the clay over and remove the leaf to see the imprint.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 73

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING

Before students begin reading the Read About It Transfer of Energy, guide them to set a purpose for reading. Remind students that they will be reading facts and evidence about a topic.

Updated Text: GUIDE STUDENT THINKING

Before students begin reading the Read About It Transfer of Energy, guide them to set a purpose for reading. Remind students that they will be reading facts and evidence about a topic. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 192

Location: Made changes to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT PLANNING Explain to students that some data comes from observations, and that observations can be made using their senses, including sight and touch.

Updated Text: GUIDE STUDENT PLANNING Explain to students that some data comes from observations, and that observations can be made using their senses, including sight and touch. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 35

Location: Made change to Quiz to address TRR response

Original Text: Quiz
MIXTURES AND SOLUTIONS
Students answer questions about mixtures and solutions by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz MIXTURES AND SOLUTIONS Students answer questions about mixtures and solutions by completing an editable/ printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 131

Location: Made changes to Quiz to address TRR response

Original Text: Quiz WATER CYCLE AND WEATHER
Students answer questions about the water cycle and weather by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Quiz WATER CYCLE AND WEATHER Students answer questions about the water cycle and weather by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 75

Location: Made changes to Quiz to address TRR response

Original Text: Quiz TRANSFER OF ENERGY
Students answer questions about the transfer of energy by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Quiz TRANSFER OF ENERGY
Students answer questions about the transfer of energy by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 193

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Tell students that asking questions can help them deepen their understanding of the text. Have students generate questions about the functions of plant structures before, during, and after reading.

Updated Text: GUIDE STUDENT THINKING Tell students that asking questions can help them deepen their understanding of the text. Have students generate questions about the functions of plant structures before, during, and after reading. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 35

Location: Make change to minor column to address TRR Response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: • Make a solution. Slowly add 1 cup of table salt into 450 mL room temperature

water while stirring to dissolve the salt. Have students observe the quantity of salt that will dissolve. To show students that the salt did not “disappear,” allow students to taste the saltwater to show that substances in solutions are still present.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 131

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)
(head)Targeted Instruction
If you have students who have not yet met the grade-level mastery of concepts in this Experience, try this out:

Have students pretend to be water droplets and act out different steps of the water cycle.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 75

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Use a rope to make waves. Place the rope stretched out on a table surface or floor and have one student hold each end of the rope. One student should move the end of their rope back and forth until a wave is created and moves along the rope. The student moving the end should vary how fast and how far they move the rope. Energy transfer is visible through the wave motion of the rope—the energy from the student’s moving hand transfers along the rope to the other end. Ask students how the waves changed when they varied how fast and how far they moved the end of the rope. Students should see the relationship between the amount of energy input and the size of the waves and how fast they move back and forth.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 195

Location: Made changes to Quiz to address TRR response

Original Text: Students answer questions about plant structure and function by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Students answer questions about plant structure and function by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 48

Location: Made changes to Guide Student Planning to address TRR Response

Original Text: GUIDE STUDENT PLANNING Point out to students that the ramp height and the car used cannot vary; only the materials the car travels across after leaving the ramp should vary. Explain to students that it is important to carefully record their observations after each trial so they have evidence to draw conclusions at the end of the activity

Updated Text: GUIDE STUDENT PLANNING Point out to students that the ramp height and the car used cannot vary; only the materials the car travels across after leaving the ramp should vary. Explain to students that it is important to carefully record their observations after each trial so they have evidence to draw conclusions at the end of the activity. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 137

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Have students discuss the information they find as they read each section of text. Tell students that synthesizing information from the text as they read by combining it with what they already know can help

Updated Text: GUIDE STUDENT THINKING HHave students discuss the information they find as they read each section of text. Tell students that synthesizing information from the text as they read by combining it with what they already know can help them better understand the ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 81

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING As students read the text, have them monitor their comprehension to be aware of when their understanding breaks down. Explain to students that they can make adjustments such as rereading and asking questions to make sure they understand what they are reading.

Updated Text: GUIDE STUDENT THINKING As students read the text, have them monitor their comprehension to be aware of when their understanding breaks down. Explain to students that they can make adjustments such as rereading and asking questions to make sure they understand what they are reading. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 4 Teacher Guide***

ISBN: 9781323223352

Current Page Number(s): 195

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Wet two paper towels. Leave one flat and roll the other into a tight shape. Examine both after 15 minutes, 1 hour, and then several hours later. Note that the rolled paper towel stays wet for a longer time. This is how cactus spines help a plant retain water—the shape reduces the surface area that is exposed to the air. This prevents water from evaporating from the plant.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 49

Location: Made changes to Guide Student Thinking to address TRR Response

Original Text: GUIDE STUDENT THINKING Have students evaluate details in the text to determine key ideas. Then have students synthesize information to create new understanding of contact forces and friction. As you circulate during stations support students' exploration of text by asking guiding questions.

Updated Text: GUIDE STUDENT THINKING Have students evaluate details in the text to determine key ideas. Then have students synthesize information to create new understanding of contact forces and friction. As you circulate during stations support students' exploration of text by asking guiding questions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 139

Location: Made changes to Quiz to address TRR response

Original Text: Quiz SLOW CHANGES TO EARTH
Students answer questions about weathering, erosion, and deposition by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Quiz SLOW CHANGES TO EARTH

Students answer questions about weathering, erosion, and deposition by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 83

Location: Made changes to Quiz to address TRR response

Original Text: Quiz CONDUCTORS AND INSULATORS
Students answer questions about conductors and insulators by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz CONDUCTORS AND INSULATORS Students answer questions about conductors and insulators by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 200

Location: Made changes to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they list the steps of their plan and follow them during the station. Encourage students to ask peers for feedback about the information on their webpages.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they list the steps of their plan and follow them during the station. Encourage students to ask peers for feedback about the information on their webpages. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 51

Location: Made change to Quiz to address TRR response

Original Text: Quiz
CONTACT FORCES
Students answer questions about contact forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed

Updated Text: Quiz

CONTACT FORCES

Students answer questions about contact forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 139

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy) If you have students who have not yet met the grade-level mastery of concepts in this Experience, try this out:

Model wind deposition by making a sand dune. You will need a large plastic bin containing about 2 inches of sand, a small rock, and a hair dryer. Carefully blow on the sand with the dryer to form a dune around the rock.

An alternative is to use the bottom of a cardboard box or even a rectangular baking pan, and to use a drinking straw instead of the dryer to blow on the sand. You will want to use less sand for this than with the plastic bin.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 145

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Have students discuss their thoughts about the text. Encourage students to use the vocabulary terms renewable resources and nonrenewable resources in their discussions.

Updated Text: GUIDE STUDENT THINKING Have students discuss their thoughts about the text. Encourage students to use the vocabulary terms renewable resources and nonrenewable resources in their discussions.If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 83

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Using a simple circuit setup with a battery, light bulb, and wires, test different materials around the classroom by touching both ends of the wire to the objects. Electrical conductors will cause the bulb to light up; electrical insulators will leave the bulb dark.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 201

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that evaluating details while reading a text can help them better figure out what is important in the text. Tell them that when they read they should consider all the details in the text, and then decide which ones are the most important.

Updated Text: GUIDE STUDENT THINKING Explain to students that evaluating details while reading a text can help them better figure out what is important in the text. Tell them that when they read they should consider all the details in the text, and then decide which ones are the most important. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 51

Location: Make change to minor column to address TRR Response

Original Text: New Content

Updated Text: [New box] Targeted Instruction If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Prepare two different surfaces such as sand paper or gravel and a smooth desk surface. Have students predict how each surface affects the motion of the marbles. Then, shoot the marbles several times on each surface and measure how far they travel.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 147

Location: Made changes to Quiz to address TRR response

Original Text: Quiz NATURAL RESOURCES AND CONSERVATION
Students answer questions about natural resources and conservation by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz NATURAL RESOURCES AND CONSERVATION Students answer questions about natural resources and conservation by completing an editable/printable quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 89

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Tell students that making connections as they read can help them better understand what they’re reading. Have students make connections between the text and their personal experiences or ideas in other texts they have read.

Updated Text: GUIDE STUDENT THINKING Tell students that making connections as they read can help them better understand what they’re reading. Have students make connections between the text and their personal experiences or ideas in other texts they have read. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 203

Location: Made changes to Quiz to address TRR response

Original Text: Students answer questions about the physical traits of organisms by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: Students answer questions about the physical traits of organisms by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 59

Location: Made change to Quiz to address TRR response

Original Text: Quiz
NONCONTACT FORCES
Students answer questions about noncontact forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz

NONCONTACT FORCES

Students answer questions about noncontact forces by completing an editable/ printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Publisher: Summit K12 Holdings

Science, Grade 4

Program: *Dynamic Science 4th Grade: TEKS*

Component: *Dynamic Science Fourth Grade*

ISBN: 9781616180270

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: *Dynamic Science Fourth Grade*

ISBN: 9781616180263

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Fourth Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180263

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Fourth Grade TEKS.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Fourth Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Fourth Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Fourth Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: *Dynamic Science Fourth Grade*

ISBN: 9781616180270

Location: Claim, Evidence, Reasoning

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

Component: *Dynamic Science Fourth Grade*

ISBN: 9781616180270

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: *Dynamic Science Fourth Grade*

ISBN: 9781616180270

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science Fourth Grade*

ISBN: 9781616180270

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180263

Location: ELPS document

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Fourth Grade TEKS.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180270

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Fourth Grade TEKS Lesson Guide.

Component: ***Dynamic Science Fourth Grade***

ISBN: 9781616180263

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: *Dynamic Science Fourth Grade*

ISBN: 9781616180270

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Publisher: TPS Publishing

Science, Grade 4

Program: *STEAM into Science - Grade 4 Edition: TEKS*

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 4 - https://docs.google.com/spreadsheets/d/1nlj_NXEZ6Nhhw6fjUK2a2v7xGOpGkpmj/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 4 - https://docs.google.com/spreadsheets/d/1v2EM5FTxRthBeqoSTNtbAk3q9skqDvRj/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 4 - https://docs.google.com/spreadsheets/d/1NXALVNyZDUScwUKE4pw_jPJ-TjJcy_iW/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 4 - https://drive.google.com/file/d/1fvXNro2PkpzVhmH5k1CTdR5FHaHAVNGR/view?usp=sharing

Publisher: McGraw Hill

Science, Grade 4

Program: *McGraw Hill Texas Science, Grade 4 : ELPS*

Component: *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: *Texas Science, Grade 4 Teacher Edition*

ISBN: 9781265994839

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: ***Texas Science, Grade 4 Teacher Edition***

ISBN: 9781265994839

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: ***Texas Science, Grade 4 Teacher Edition***

ISBN: 9781265994839

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G4 Pacing Guide

Publisher: Discovery Education Inc

Science, Grade 5

Program: *Science Techbook for Texas by Discovery Education - Grade 5: TEKS*

Component: ***Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 9 > Materials List > Part 6: Volume > Add bullet below existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 9 > Teacher Note > Materials List > Part 6: Volume > Add bullet below existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): xxii

Location: Materials List > Lesson 1 > Advanced Prep

Original Text: New Content

Updated Text: Gather all materials in advance. To avoid spills, pour the baking soda into one large cup, and pour the vinegar into the other large cup. Demonstrate how to properly use eye protection.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): xxii

Location: Materials List > Lesson 1 > Add bullet below first bullet

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): 58

Location: Materials List > Add bullet below first bullet

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition***

ISBN: 9781616292263

Current Page Number(s): 51

Location: Materials List > Add bullet below first bullet

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/67855290-b947-40f0-85e7-db8573c4947a

Location: Unit 1 > Concept 2 > Lesson 1 > Slide 8 > Materials List

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/67855290-b947-40f0-85e7-db8573c4947a

Location: Unit 1 > Concept 2 > Lesson 1 > Slide 8 > Teacher Note > Materials List

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): xxi

Location: Materials List > Part 6: Volume > Add bullet below last existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): 9

Location: Materials List > Part 6: Volume > Add bullet below last existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition***

ISBN: 9781616292263

Current Page Number(s): 6

Location: Materials List > Part 6: Volume > Add bullet below last existing bullet

Original Text: New Content

Updated Text: • Paper towels

Publisher: Great Minds

Science, Grade 5

Program: *PhD Science Texas Level 5 Texas Program Bundle (Modules 1-3): TEKS*

Component: ***Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 32

Location: Lesson 2, Immediately after "Sample anchor evidence organizer:"

Original Text: New Content

Updated Text: Per TRR feedback, to address breakout 7.3 GB2, add the following Differentiation Note to Module 1 of each grade level during first instance of an Anchor Visual: "Consider using students' own words when developing anchor visuals. Student language on anchor visuals may include everyday language and students' home language. As students learn new terminology throughout the module, consider updating student language on the anchor visuals to identify connections between new terminology and concepts students previously described."

Component: ***Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 275

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/2999)."

Component: ***Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 532

Location: End-of-Spotlight Assessment Rubric Part A; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/3000)."

Component: ***Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***

ISBN: 9798885885300

Current Page Number(s): 534

Location: End-of-Spotlight Assessment Rubric Part B; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/3000)."

Component: ***Ecosystems Teacher Edition***

ISBN: 9798885885317

Current Page Number(s): 324

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/3001)."

Component: ***Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 330

Location: End-of-Module Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/3002)."

Component: ***Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***

ISBN: 9798885885324

Current Page Number(s): 657

Location: End-of-Spotlight Assessment Rubric; end of the first paragraph

Original Text: New Content

Updated Text: Per TRR feedback, add next steps to assessments. Add the following sentence to the end of the introductory paragraph above the rubric: "Next steps appear as an online resource (http://phdsci.link/3003)."

Publisher: Houghton Mifflin Harcourt

Science, Grade 5

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS*

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***

ISBN: 9780358860235

Current Page Number(s): Grade 5 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade 5 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: ***HMH Into Science Texas Teacher Guide Grade 5***

ISBN: 9780358841586

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358861683

Link to Current Content:
View Current Content

Current Page Number(s): p. 43

Location: Paragraph 2, below write-on lines

Original Text: New Content

Updated Text: "Scientific discoveries made by scientists long ago impact science today. More than 400 years ago, scientists found that glass could be shaped to magnify small things or make distant objects appear much closer. The discovery of this property of glass allowed scientists to make additional scientific discoveries. For example, using these lenses they made microscopes that could be used to see forms of life they never knew existed. Another use of these lenses allowed people to see the moon and planets in the solar system much more closely. One of the first things they could see was that Jupiter had moons just like Earth has a moon. Through time scientists have improved the technology of making lenses and mirrors that allow us to see very small objects and very distant objects. New telescopes use these discoveries and improvements to look farther away than has ever been possible.
Explain how science has been impacted by the discovery of making lenses."

Component: ***HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 5.6.A, Day 8, Screen 5

Location: Paragraph 1

Original Text: New Content

Updated Text: "Scientific discoveries made by scientists long ago impact science today. More than 400 years ago, scientists found that glass could be shaped to magnify small things or make distant objects appear much closer. The discovery of this property of glass allowed scientists to make additional scientific discoveries. For example, using these lenses they made microscopes that could be used to see forms of life they never knew existed. Another use of these lenses allowed people to see the moon and planets in the solar system much more closely. One of the first things they could see was that Jupiter had moons just like Earth has a moon. Through time scientists have improved the technology of making lenses and mirrors that allow us to see very small objects and very distant objects. New telescopes use these discoveries and improvements to look farther away than has ever been possible."
Short answer interactivity:
Prompt: "Explain how science has been impacted by the discovery of making lenses."
Sample Answer: "Making lenses let scientists see things that they could never see before. This led to discoveries of very tiny living things. It also allowed scientists to observe and study the Solar System and add to our knowledge of the universe. Improvements on those lens systems is allowing us to see farther into space than we ever have before where we can likely make new discoveries."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***

ISBN: 9780358841586

Link to Current Content:
View Current Content

Current Page Number(s): p. 30
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: Column 2, above Differentiation: Challenge

Original Text: New Content

Updated Text: "Support for Student Answers
Explain how science has been impacted by the discovery of making lenses. Sample Answer: Making lenses let scientists see things that they could never see before. This led to discoveries of very tiny living things. It also allowed scientists to observe and study the Solar System and add to our knowledge of the universe. Improvements on those lens systems is allowing us to see farther into space than we ever have before where we can likely make new discoveries."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:
View Current Content

Current Page Number(s): p. 201

Location: Paragraph 1, image of Steven Chu, and paragraphs 2–3

Original Text: New Content

Updated Text: Image of Marshall Watson
"Marshall Watson, PhD is a petroleum engineer. Petroleum engineers find ways to extract petroleum, including oil and gas, from different sources. Petroleum engineers must be knowledgeable in many fields of science, and experts in properties of matter, properties of rock, as well as energy transformations. To successfully extract oil, petroleum engineers know that oil has a different relative density than water, so it floats. They know that liquids can move between layers of rocks also. This knowledge is used to design and improve technology to find fossil fuels.
Watson began his career in 1981 as a reservoir engineering expert. Reservoir engineering is the part of petroleum engineering that focuses on how to extract the petroleum without losing any to the surrounding rocks. Watson's work took him all over the United States planning new extraction sites and improving efficiencies at existing locations.
After a 30-year career in the field, Watson returned to college. He received his doctorate in petroleum engineering from Texas Tech in 2008. Now, Watson uses his extensive knowledge to help other petroleum engineers. He holds two patents for inventions that help drill new sources of natural gas. His horizontal drilling invention uses high-powered water jets and allows petroleum companies to reach sources of energy that a traditional vertical drilling method alone cannot. His hydraulic fracturing invention also uses water. The water breaks up underground rock so that the petroleum can be reached. Each of these inventions built upon previous scientific work to reach deeper and more challenging pockets of petroleum.
Since 2013, Watson has been a professor at Texas Tech. He is the chair of the Bob L. Herd Department of Petroleum Engineering. He is the past president of the Society of Petroleum Evaluation Engineers where he mentored others.
Under Watson's leadership, the Texas Tech's East Campus Oilfield Technology Center has grown to the premier petroleum research location in the country. In 2023, they expanded their facility to include a complete working oil rig that students can use to learn. Students are able to model changes to the systems to make it more efficient and potentially cheaper too."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:
View Current Content

Current Page Number(s): p. 202

Location: Paragraph 1, image of Steven Chu working, and paragraphs 2–4

Original Text: New Content
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Updated Text: Image of Steven Chu
"Steven Chu, PhD is a physicist. A physicist is a scientist who studies matter, energy, and motion. Physicists also study how these forces can be used to support the things we do and need in everyday life, such as energy. Physicists analyze and collect data, perform studies, and run simulations to better understand how things in life work.
Chu received his doctorate in physics from the University of California–Berkeley in 1976. Chu and his colleagues studied how tiny particles can be cooled and trapped with lasers. He won the Nobel Prize in Physics in 1997 for this discovery.
Chu served as the 12th United States Secretary of Energy from 2009 to 2013. Chu was the first Asian American to hold this position. The U.S. Secretary of Energy is the head of the Department of Energy for the country.
Chu wants to see more research on science that our rapidly changing society can benefit from, such as renewable energy, nuclear power, and even alternative building materials. Energy storage costs and development are very high, so research and investment are needed to make renewable or nuclear energy sources more affordable for all countries. He advocates for smart building solutions, like using more wood in structures. Buildings made from wood are strong and safe, and wood is quicker to be replenished than traditional building materials.
Chu uses the example of improvements of batteries over time. Have you ever tried to use a very old battery in a portable gaming device? Chances are it only worked for a few minutes before the screen turned off! Batteries from even 10 years ago are not able to power an advanced electronic toy from today for very long. The earlier batteries used less efficient materials and were more expensive to make. Scientists made incremental improvements, testing new materials, such as lithium, building upon the research of others. Now, batteries are more reliable and cheaper for everyone."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***

ISBN: 9780358841586

Link to Current Content:
View Current Content

Current Page Number(s): p. 162

Location: Column 1, Support for Student Answers and image of Steven Chu working and all of column 2

Original Text: New Content

Updated Text: "Support for Student Answers
What kinds of things would a petroleum engineer study? B. ways to reach a natural gas reserve deep underground, C. the best location for an oil platform in the ocean
What kinds of things would a physicist study? A. energy transformations at an amusement park, D. the tiniest particles of matter

Support for Student Answers
How do scientific discoveries, such as improvements in energy technology, impact science? Provide evidence in your answer. Sample answer: Science builds upon discoveries. My evidence is the improvements of batteries over time. Scientists made incremental improvements, and the batteries got smaller, and more powerful.

Students as Scientists
Remind students that thinking through the results of an experiment or investigation is a scientific practice. Based on what they've learned about energy technologies, what might our energy sources and uses be like in the year 2100?"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358861683

Link to Current Content:
View Current Content

Current Page Number(s): p. 203

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: Sentence 1, Multiple Choice question, and Short Answer question

Original Text: New Content

Updated Text: "Use what you know about Watson and Chu's work to answer the following questions.

What kinds of things would a petroleum engineer study? Choose all that apply.
A. ways to make steel stronger for building
B. ways to reach a natural gas reserve deep underground
C. the best location for an oil platform in the ocean
D. the best location to search for fossils in the desert

What kinds of things would a physicist study? Choose all that apply.
A. energy transformations at an amusement park
B. weather patterns in Utah
C. a comet in the solar system
D. the tiniest particles of matter

How do scientific discoveries, such as improvements in energy technology, impact science? Provide evidence in your answer."

Component: ***HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 4

Location: Sentence 1, Multiple Choice interactivity, and Short Answer interactivity

Original Text: New Content

Updated Text: "Use what you know about Watson and Chu's work to answer the following questions.

What kinds of things would a petroleum engineer study? Choose all that apply.
A. ways to make steel stronger for building
B. ways to reach a natural gas reserve deep underground
C. the best location for an oil platform in the ocean
D. the best location to search for fossils in the desert

What kinds of things would a physicist study? Choose all that apply.
A. energy transformations at an amusement park
B. weather patterns in Utah
C. a comet in the solar system
D. the tiniest particles of matter

How do scientific discoveries, such as improvements in energy technology, impact science? Provide evidence in your answer."
Sample answer: "Science builds upon discoveries. My evidence is the improvements of batteries over time. Scientists made incremental improvements, and the batteries got smaller, and more powerful."

Component: ***HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 2

Location: Paragraphs 1–3 and image of Steven Chu

Original Text: New Content

Updated Text: Image of Marshall Watson
"Marshall Watson, PhD is a petroleum engineer. Petroleum engineers find ways to extract petroleum, including oil and gas, from different sources. Petroleum engineers must be knowledgeable in many fields of science, and experts in properties of matter, properties of rock, as well as energy transformations. To successfully extract oil, petroleum engineers know that oil has a different relative density than water, so it floats. They know that liquids can move between layers of rocks also. This knowledge is used to design and improve technology to find fossil fuels.
Watson began his career in 1981 as a reservoir engineering expert. Reservoir engineering is the part of petroleum engineering that focuses on how to extract the petroleum without losing any to the surrounding rocks. Watson's work took him all over the United States planning new extraction sites and improving efficiencies at existing locations."
Image of shale oil rig
"After a 30-year career in the field, Watson returned to college. He received his doctorate in petroleum engineering from Texas Tech in 2008. Now, Watson uses his extensive knowledge to help other petroleum engineers. He holds two patents for inventions that help drill new sources of natural gas. His horizontal drilling invention uses high-powered water jets and allows petroleum companies to reach sources of energy that a traditional vertical drilling method alone cannot. His hydraulic fracturing invention also uses water. The water breaks up underground rock so that the petroleum can be reached. Each of these inventions built upon previous scientific work to reach deeper and more challenging pockets of petroleum.
Since 2013, Watson has been a professor at Texas Tech. He is the chair of the Bob L. Herd Department of Petroleum Engineering. He is the past president of the Society of Petroleum Evaluation Engineers where he mentored others. Under Watson's leadership, the Texas Tech's East Campus Oilfield Technology Center has grown to the premier petroleum research location in the country. In 2023, they expanded their facility to include a complete working oil rig that students can use to learn. Students are able to model changes to the systems to make it more efficient and potentially cheaper too."

Component: ***HMH Into Science Texas Student License Digital Grade 5***

ISBN: 9780358859758

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 3

Location: Paragraphs 1–4 and image of Steven Chu working

Original Text: New Content

Updated Text: Image of Steven Chu
"Steven Chu, PhD is a physicist. A physicist is a scientist who studies matter, energy, and motion. Physicists also study how these forces can be used to support the things we do and need in everyday life, such as energy. Physicists analyze and collect data, perform studies, and run simulations to better understand how things in life work.
Chu received his doctorate in physics from the University of California–Berkeley in 1976. Chu and his colleagues studied how tiny particles can be cooled and trapped with lasers. He won the Nobel Prize in Physics in 1997 for this discovery. Chu served as the 12th United States Secretary of Energy from 2009 to 2013. Chu was the first Asian American to hold this position. The U.S. Secretary of Energy is the head of the Department of Energy for the country."
Image of Chu working
"Chu wants to see more research on science that our rapidly changing society can benefit from, such as renewable

energy, nuclear power, and even alternative building materials. Energy storage costs and development are very high, so research and investment are needed to make renewable or nuclear energy sources more affordable for all countries. He advocates for smart building solutions, like using more wood in structures. Buildings made from wood are strong and safe, and wood is quicker to be replenished than traditional building materials.
Chu uses the example of improvements of batteries over time. Have you ever tried to use a very old battery in a portable gaming device? Chances are it only worked for a few minutes before the screen turned off! Batteries from even 10 years ago are not able to power an advanced electronic toy from today for very long. The earlier batteries used less efficient materials and were more expensive to make. Scientists made incremental improvements, testing new materials, such as lithium, building upon the research of others. Now, batteries are more reliable and cheaper for everyone."

Publisher: Savvas Learning

Science, Grade 5

Program: *Texas Experience Science Grade 5 (Print with digital): TEKS*

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 35

Location: Make change to minor column to address TRR Response

Original Text: New Content

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 83

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz ELECTRICAL ENERGY AND CIRCUITS
Students answer questions about electrical energy and circuits by completing an editable/
printable or online quiz. Give students mastering English time to translate
assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 187

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about human impact on ecosystems by completing an
editable/printable or online quiz. Give students mastering English language time to
translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide

intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 139

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Place sand on one end of a plastic tub. Pour water onto the sand. Have students observe how the movement of water affects the movement of the sand. Have students consider how ice and wind would affect the movement of the sand.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 51

Location: Made change to Quiz to address TRR response

Original Text: Quiz
PATTERNS OF MOTION
Students answer questions about equal and unequal forces and transfer of energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz
PATTERNS OF MOTION
Students answer questions about equal and unequal forces and transfer of energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 83

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Have students pass pennies in different arrangements to model current flowing in a circuit. Different students should model a switch, a lamp, a buzzer, a battery, and a motor with a fan. Students should recognize that the current can flow only if the switch is closed and the battery is part of the circuit.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 187

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out:
- Ask students to identify objects around the classroom that could become litter if they were not disposed of properly. Ask students to share ideas for reducing the amount of litter that collects around their school or town.

- Plan a pollinator habitat. Design a habitat to support the entire life cycle of beneficial insects. Select plants and structures to provide food, water, shelter, and nesting areas.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 144

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Have students review and discuss the steps in
the investigation. Remind students that they should carefully observe and record
changes over several days. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 145

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain to students that they can ask questions
about a text before, during, and after they read it. Point out that they can use a
text's title and headings to ask questions before reading. During and after reading,
they can ask questions about the ideas in the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 51

Location: Make change to minor column to address TRR Response

Original Text: New Content

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 89

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING As students explore the Read About It Light, have them look for and evaluate details in the text to determine key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.
• What are some important details you read in the text?
• How do these details help you understand the key ideas in the text?
• What does the information about lenses tell you about light?

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 200

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they use materials as intended and follow the directions closely. They should carefully record their data for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions before they begin about which mouth structures will work best for picking up each food type in each environment. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 147

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz NATURAL RESOURCES
Students answer questions about natural resources by completing an editable/ printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 59

Location: Made change to Quiz to address TRR response

Original Text: Quiz
FORCES
Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz
FORCES
Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 91

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz LIGHT
Students answer questions about light by completing an editable/
printable or online quiz. Give students mastering English time to translate
assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 201

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Generating questions before, during, and after
reading can help students focus on what they are reading, remember important
details, and check their understanding. Explain that students can use titles,
headings, images, and captions to generate questions about the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 147

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)Provide student groups with three different colors of modeling clay. Have each group form a flat sheet of clay out of each color. Tell the groups to place the three sheets of clay one on top of the other. Place plastic wrap over the

layers. Place a book or books on top of the layers and wait five minutes. Remove the books to observe the results of compaction.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 59

Location: Make change to minor column to address TRR Response

Original Text: New Content

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 91

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Dim the lights in the room, and have students use a flashlight to demonstrate the reflection of light off a wall or reflective surface.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 203

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about structures and functions by completing an editable/
printable or online quiz. Give students mastering English language extra time to
translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 152

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Remind students that their designs should address
all design criteria. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 107

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz EARTH'S ROTATION
Students answer questions about Earth's rotation by completing an editable/
printable or online quiz. Give students mastering English time to translate
assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 203

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out:

Have students act out the differences between water lily and cattail leaves. Students acting out water lilies would spread out their arms and bend their body to cover “water.” Students acting out cattails would stand straight and tall with their arms at their sides. Have students identify which leaf type would capture the most sunlight. Have cattail students sway and bend with the current.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 153

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Synthesizing information can deepen understanding.
Explain to students that synthesizing is combining important information from the
text with their own knowledge to create new understandings about the topic. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 107

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Tell students they can use their bodies to model how Earth moves. Have them identify their North Pole (top of head) and South Pole (bottom of feet). Have students demonstrate the way Earth moves on its axis by spinning in a counterclockwise direction.

Students can model the effects of Earth's rotation. Have one student act as the sun. Have other students act as Earth. Give each student two stickers, one to place on their chest and one to place on their back. Have "Earth" students rotate. Periodically, have "Earth" students stop spinning and identify what time of day it is at each sticker.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 208

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they
follow the directions closely and collect data carefully so they can draw conclusions
at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 113

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Tell students that as they read, they should identify
important details and then evaluate, or judge, them to determine the key ideas
they support. Explain that important details give information that support the main
idea of the text, or what the text is mostly about. After students read the text, list
several details from it on the board and have students evaluate them to determine
the text’s key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 209

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain that students can use text features such as titles, headings, and captions to make and correct or confirm predictions about a text. Tell them that to predict is to use clues to make a guess about something. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 17

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING As students explore the Read About It, encourage them to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

Updated Text: GUIDE STUDENT THINKING As students explore the Read About It, encourage them to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 155

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz CONSERVATION
Students answer questions about conservation by completing an editable/ printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 115

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz PATTERNS AND SHADOWS
Students answer questions about patterns and shadows by completing an editable/ printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 211

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about animal behavior by completing an editable/
printable or online quiz. Give students mastering English language extra time to
translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 19

Location: Made change to Quiz to address TRR response

Original Text: Quiz PROPERTIES OF MATTER
Students answer questions about properties of matter by completing an editable/printable or online quiz. Give students mastering English time to translate assessments as needed.

Updated Text: Quiz PROPERTIES OF MATTER
Students answer questions about properties of matter by completing an editable/ printable or online quiz. Give students mastering English time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 155

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Have students make a list of materials that can be recycled in your community. Consider having them set up a recycling station in the classroom or in the school to gather recyclable materials.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 115

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Have students point to the direction where the sun can first be seen in the morning (east). Instruct them to trace the position of the sun in the sky throughout the day (students should sweep their arms in an arc from east, overhead, to west).

Use a sticker to mark your location on a globe. Use a flashlight to represent the sun. Spin the globe. Have students focus on the United States. Ask which area of the United States the light touches first (East coast); which area experiences sunrise first (East coast); how you should hold the flashlight to show that it is noon in your location (directly over the sticker); which part of the United States the light touches last (West coast); which area of the United States experiences sunset last (West coast); and what it is like on the East coast when the sun is setting on the West coast (night).

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 211

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out:

Have students act out an animal behavior that would help the animal survive. Invite other students to identify the behavior and classify it as instinctive, learned, or a combination of both.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 19

Location: Made change to minor column to address TRR response

Original Text: New Content

Component: *Grade 5 Digital Components*

ISBN: 9781428553811

Current Page Number(s): Key Ideas Presentations

Location: Made changes to Key Ideas Presentations Exit Ticket slide presenter notes current content does not exist.

Original Text: New Content

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

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 169

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: Have students look for important details in the text
that help them understand key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 128

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING
Remind students that it is important to change
one variable at a time when conducting an investigation. Encourage students to
make predictions about what will happen before they begin.If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 25

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that as they read they will come across new words and details to describe solids, liquids, and gases. Guide students to use strategies, such as rereading, using prior knowledge, asking questions, and writing notes as they read to monitor their understanding of the text. After they read, have student pairs take turns asking and answering questions about the text. Prompt them to use new words they learned in their reading.

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read they will come across new words and details to describe solids, liquids, and gases. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Guide students to use strategies, such as rereading, using prior knowledge, asking questions, and writing notes as they read to monitor their understanding of the text. After they read, have student pairs take turns asking and answering questions about the text. Prompt them to use new words they learned in their reading.

Component: ***Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 171

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 129

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain that taking notes while reading can help deepen understanding and remember important information. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 27

Location: Made change to Quiz to address TRR response

Original Text: Quiz
SOLIDS, LIQUIDS, AND GASES
Students answer questions about solids, liquids, and gases by completing an editable/printable or online quiz. Give students mastering English extra time to translate assessments as needed.

Updated Text: Quiz
SOLIDS, LIQUIDS, AND GASES
Students answer questions about solids, liquids, and gases by completing an editable/printable or online quiz. Give students mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 5 Digital Components***

ISBN: 9781428553811

Location: New content to address TRR rubric feedback, current content does not exist.

Original Text: New Content

Updated Text: We will make edits to the School to Home Letter for each topic to address comments in the TRR rubric.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 171

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out:

- Invite students to act out biotic factors in their ecosystem. Ask other students to guess what biotic factor the student is acting out.

- Pass around a sample of soil in a sealed plastic bag for students to observe while considering whether the soil is biotic or abiotic. Remind students not to touch the soil.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 73

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Guide students to connect the text to their personal experiences and other texts they have read. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 179

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Students answer questions about energy in ecosystems by completing an editable/
printable or online quiz. Give students mastering English language time to translate
assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 131
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz WEATHER CYCLE AND WEATHER
Students answer questions about weather cycle and weather by completing an editable/
printable or online quiz. Give students mastering English time to translate
assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 27

Location: Made change to minor column to address TRR response

Original Text: New Content

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 75

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz ENERGY CHANGES
Students answer questions about the transformation of energy in systems by completing an editable/
printable or online quiz. Give students mastering English time to translate
assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 179

Location: Made changes to minor column to address TRR response

Original Text: New Content

Updated Text: (New box)
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try this out: Give students large sections of string and have them model a food web that involves grasshoppers. Have students act out the different roles in the food web. Have the student acting as the grasshopper hold their string close to the ground. Explain that this represents a decrease in the number of grasshoppers. Have students use the model food web to determine which organisms could be affected by the decrease in grasshoppers.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 131

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try thIS out: Have students act out the individual steps of the water cycle. Then have them stand in a circle and dramatize the entire water cycle.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 32

Location: Made change to Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen when the substances are mixed.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen when the substances are mixed. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 75

Location: Made changes to Minor column to address TRR response

Original Text: New Content

Updated Text: [New box]
(head)Targeted Instruction
(body copy)If you have students who have not yet met grade-level mastery of concepts in this Experience, try these out: Prompt students to demonstrate an example of transforming potential energy to kinetic energy and sound energy. For example, if students drop a book, it makes a loud sound when it hits the floor. Or, if students clap their hands together, their hands make a sound when they hit against one another.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 184

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: Made changes to Guide Student Planning to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen in each environment. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 137

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Encourage students to review the text to ensure understanding before they retell the ideas to a partner.If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 33

Location: Made change to Guide Student Planning to address TRR response

Original Text: GUIDE STUDENT THINKING Explain to students that as they read they should synthesize information to create new understandings about mixtures and solutions.
Tell students that when they synthesize information they identify important facts and details about a topic and combine them to better understand the ideas.

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read they should synthesize information to create new understandings about mixtures and solutions.
Tell students that when they synthesize information they identify important facts and details about a topic and combine them to better understand the ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 81

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read they will come across new words that they can use when discussing or writing about electrical circuits. After they read, ask students questions about the text. Prompt them to use new words they learned. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 185

Location: Made changes to Guide Student Thinking to address TRR response

Original Text: New Content

Updated Text: GUIDE STUDENT THINKING Explain to students that setting a purpose for
reading can help them understand what they are reading. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 139

Location: Made changes to Quiz to address TRR response

Original Text: New Content

Updated Text: Quiz SLOW CHANGES TO EARTH
Students answer questions about slow chanbes to Earth by completing an editable/
printable or online quiz. Give students mastering English time to translate
assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: ***Grade 5 Teacher Guide***

ISBN: 9781323223369

Current Page Number(s): 35

Location: Made change to Quiz to address TRR response

Original Text: Quiz
MIXTURES AND SOLUTIONS
Students answer questions about mixtures and solutions by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: Quiz
MIXTURES AND SOLUTIONS
Students answer questions about mixtures and solutions by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Publisher: Summit K12 Holdings

Science, Grade 5

Program: *Dynamic Science 5th Grade : TEKS*

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Fifth Grade TEKS Lesson Guide.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: ELPS document

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, an ELPS document has been created to provide guidance on linguistic accommodations for each Fifth Grade TEKS.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Fifth Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Fifth Grade TEKS.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180287

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

Component: ***Dynamic Science Fifth Grade***

ISBN: 9781616180294

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Fifth Grade TEKS.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180287

Location: Learning Targets

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Grade Level Learning Targets were developed to support instruction towards mastery of the concept.
The Learning Targets shows if the concept is introduced at the grade level or if the concept has been introduced in a previous grade(s) and being further developed.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Fifth Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Fifth Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Fifth Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Claim, Evidence, Reasoning

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Engineering Design Challenge

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Engineering Design Challenges have been added to the curriculum to support students in engaging in the engineering design process.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: *Dynamic Science Fifth Grade*

ISBN: 9781616180294

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Publisher: TPS Publishing

Science, Grade 5

Program: *STEAM into Science - Grade 5 Edition: TEKS*

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 5 - https://docs.google.com/spreadsheets/d/1t8eKDdxDCDFppPC1EMwyj9IPd2ikNEsW/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 5 - https://docs.google.com/spreadsheets/d/1RDZhoCbOkTet-eKVWUvZD0xauYM7s20c/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 5 - https://drive.google.com/file/d/1z80SPJS98ze22xDRFBD96g2db2uQf6YN/view?usp=sharing

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 5 - https://docs.google.com/spreadsheets/d/1U5TY09S7btd9v4TRRVLQdDMG3t6k-z1-/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Caregiver Reader Assessment Card G3-G5 - https://drive.google.com/file/d/1elLNXQWyhmKEiF7E-0WaA1kcUwnaP_iE/view?usp=sharing

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: How Teachers and Caregivers are Supported by the STEAM Content - https://docs.google.com/document/d/1CtKau8B9VNIJAr-FBwTwJQ-nPACLNTO5/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Family/Caregiver Guide - Grades K-8 Science*

ISBN: 9781788059534

Link to Current Content:
View Current Content

Current Page Number(s): Page 5

Location: Bottom of current text

Original Text: New Content

Updated Text: It is extremely important for teachers and caregivers to communicate throughout the school year. Teachers should ensure they approach caregivers in a warm and welcoming manner; inviting them to be a part of their child's education, and showing they are valued. Teachers should communicate with caregivers regularly, not just when there is an issue. They should encourage, and give opportunities for, caregivers to be involved and show thanks for their involvement.
Communication can occur through a variety of mediums, and teachers should be conscious of what method works best for individual caregivers. Teachers are encouraged to speak with caregivers and find out what works for them, whether that be e-mail, messaging boards, class meetings, phone calls etc. Teacher must be aware that caregivers, as with students, are individuals and need to be treated as such.
Teachers are advised to provide digital access to caregivers at the start of each term. It would be beneficial to hold a tutorial meeting in which the teacher can step the caregivers through the program, the digital tools, and the access they will receive to use at home. TPS provides digital access information to teachers for this purpose.

Publisher: McGraw Hill

Science, Grade 5

Program: *McGraw Hill Texas Science, Grade 5: ELPS*

Component: *Texas Science, Grade 5 Teacher Edition*

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G5 Pacing Guide

Component: *Texas Science, Grade 5 Teacher Edition*

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: *Texas Science, Grade 5 Teacher Edition*

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: *Texas Science, Grade 5 Teacher Edition*

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: *Texas Science, Grade 5 Teacher Edition*

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: *Texas Science, Grade 5 Teacher Edition*

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: *Texas Science, Grade 5 Teacher Edition*

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: *Texas Science, Grade 5 Teacher Edition*

ISBN: 9781265995683

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Publisher: Discovery Education Inc

Science, Grade 6

Program: *Science Techbook for Texas by Discovery Education - Grade 6: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/1cc969b6-83d4-411f-b8d4-c2588d04e368

Location: Unit 3 > Concept 2 > Extension: Classifying Minerals > TEI #3 > Answer text

Original Text: New Content

Updated Text: When molten rock cools and hardens deep in the Earth, it can trap (concentrate) minerals like copper, iron, and aluminum. This process creates metallic ore deposits. Metallic ores are important in various industries. For example, copper is used in electrical wiring, iron is used to construct buildings and bridges, and aluminum is used to build airplanes and high-tech devices. Metallic ores are obtained through techniques like underground mining or open-pit mining.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Current Page Number(s): 112

Location: Check for Understanding, before item “Chemical Energy”

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Add a new item to Check for Understanding, before item “Chemical Energy” - see URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/65ef08c1-2248-4ffe-9908-a6afb9a2c84f

Location: Unit 2 > Concept 2 > Lesson 7 > Check for Understanding > Add a new item to Check for Understanding, before item “Chemical Energy”

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Add a new item to Check for Understanding, before item “Chemical Energy” - see URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/aa3803da-61ef-47a5-ad51-c3a34eb8fbee

Location: Unit 1 > Concept 3 > Lesson 2 > Investigate > Item 3

Original Text: New Content

Updated Text: Place a thermometer in a clean zip-top bag.

Component: ***Science Techbook for Texas by Discovery Education: Grade 6***

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/aa3803da-61ef-47a5-ad51-c3a34eb8fbee

Location: Unit 1 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > Item 3

Original Text: New Content

Updated Text: Place a thermometer in a clean zip-top bag.

Publisher: Green Ninja

Science, Grade 6

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: ***Online Teacher Portal***

ISBN: 9781948845663

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Current Content:
View Current Content

Location: new content

Original Text: New Content

Updated Text: Added callout boxes for RTCs and SEPs in the following Grade 6 lessons: 1.1; 1.6; 1.12; 2.20; 4.10

Publisher: Houghton Mifflin Harcourt

Science, Grade 6

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 6: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Current Page Number(s): Grade 6 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade 6 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Current Page Number(s): new p. T31

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

Publisher: McGraw Hill

Science, Grade 6

Program: *McGraw Hill Texas Science, Grade 6 : TEKS*

Component: *McGraw Hill Texas Science Grade 6 Student Edition*

ISBN: 9781265562144

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Component: ***McGraw Hill Texas Science Grade 6 Student Edition***

ISBN: 9781265562144

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: 8.2.2 Grade 6 ELAR_Math_Correlations_Sample

Publisher: Savvas Learning

Science, Grade 6

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

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 62

Location: Made changes to Launch the Anchoring Phenomenon to address TRR response.

Original Text: Students watch a video that introduces the phenomenon of water being used to lift a person in the air. Throughout the Topic, students will gain knowledge that should help them explain that the hydroflight device exerts a force on the water, and the water exerts an equal but opposite force back on the device.

Updated Text: Students watch a video that introduces the phenomenon of water being used to lift a person in the air. Throughout the Topic, students will identify how forces act on objects. Students will calculate the net force on an object to determine if forces are balanced or unbalanced. Finally, students will identify simultaneous force pairs through Newton's Third Law of Motion that will help them explain that the hydroflight device exerts a force on the water, and the water exerts an equal but opposite force back on the device.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 86

Location: Made changes to Entire Page to address TRR response.

Original Text: New Content

Updated Text: Preview the Topic

In this topic, students will use models to compare and contrast forms of energy, analyze how energy is conserved through transformations within a system, and explain how energy is transferred through waves.
Students explored energy transformations and electrical energy in the context of circuits in Grade 5 (5.8B). They will build on that knowledge in this topic as they compare different forms of energy and analyze the concept of energy transformations in greater depth.

Topic Readiness Test

Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): N/A

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): N/A

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Look Back Presentation for each topic. They will provide slides of content from previous topics and grades for teachers to activate prior knowledge at the beginning of a topic.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 248

Location: Made changes to Preview the Topic and Topic Readiness sections to address TRR response. Made edits to other areas of the page for fit.

Original Text: Preview the Topic
In Experience 1, students learn about the many scientists who contributed to our understanding of the cell and the development of cell theory. In Experience 2, they discover the characteristics of living things. Students identify unicellular and multicellular organisms, prokaryotes and eukaryotes, and
autotrophs and heterotrophs.

Updated Text: Preview the Topic
In this topic, students will relate the impact of scientific thought to the historical development of cell theory and identify patterns when comparing the basic characteristics of organisms. In Experience 1, students learn about the many scientists who contributed to
our understanding of the cell and the development of cell theory. In
Experience 2, they discover the characteristics of living things. Students identify
unicellular and multicellular organisms, prokaryotes and eukaryotes, and
autotrophs and heterotrophs.
Students were introduced to some characteristics of living things in Grade 1 (1.12A). They will build on that knowledge in this topic as they further explore the needs and functions of organisms in greater details.

PREVIEW ANCHORING PHENOMENON
Students observe a time-lapse video of a growing crystal. Students will consider

what might cause the crystal to grow and ponder the question: If it grows, is it alive?

Topic Readiness
Students answer questions to show what they already know about force and motion by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Teacher Background

To teach the content of this Topic, you should be familiar with these concepts:
• Prior to the invention of the microscope, scientists believed that living things could come from nonliving things, an obsolete theory known as spontaneous generation. The invention of the microscope fostered the development of cell theory, which is made up of three components. Cell theory states that cells are the basic unit of structure and function in all living things, all new cells are made from preexisting cells, and all living things are made of one or more cells.

• Living things grow, develop, and reproduce. Growth of an organism occurs as a result of cell division. Development refers to changes that occur during the life of an organism. Reproduction is the formation of offspring.

Teacher Prep Videos
Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!
Common Misconceptions
Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.
• Cells are atoms. Some students may think that cells and atoms are the same thing. Often, this misconception comes from the identification of the nucleus in both an atom and cell. Explain to students that cells are made up of atoms. While they both have a nucleus, the nucleus of the atom contains protons and neutrons, and the nucleus of the cell contains genetic material. Atoms are also much smaller than cells and can only be seen with very powerful microscopes.

• Plants are not alive. Some students may think that plants are nonliving because they are so different from animals. As students discuss plants in this Experience, point out that they exhibit all the characteristics of living things.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 134

Location: Made changes to Entire Page to address TRR response.

Original Text: New Content

Updated Text: Preview the Topic In this topic students will develop a model to illustrate how Earth's tilt and revolution around the sun causes seasons. Students will identify patterns in order to predict how the position of Earth relative to the Sun and Moon causes tides. Students learned about the force of gravity in Topic 2 (TEKS 6.7A). In this topic, they will build

on this understanding to learn how the force of gravity interacts with the Earth-Moon-Sun System. Topic Readiness Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 252

Location: Added objective for AP to address TRR response. Paragraph under Launch the Anchoring Phenomenon

Original Text: Students watch a time-lapse video that shows a crystal growing from both a naked-eye view and a microscopic view. Throughout the Topic students will gain knowledge that should help them explain that all things that increase in size are not alive. Students will learn the basic components of the cell theory: how organisms are composed of one or more cells; how cells come from existing cells; and how cells are the basic unit of structure and function. They will also learn about the other characteristics that define living things: All living things use and make energy, respond to their environment, grow, develop, and reproduce.

Updated Text: Students watch a time-lapse video that shows a crystal growing from both anaked-eye view and a microscopic view. Throughout the Topic students will gain knowledge that should help them identify and apply patterns to explain that all things that increase in size are not alive. Students will describe the historical development of cell theory: how organisms are composed of one or more cells; how cells come from existing cells; and how cells are the basic unit of structure and function. They will also identify and compare the basic characteristics that define living things: All living things use and make energy, respond to their environment, grow, develop, and reproduce.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 58

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: New Content

Updated Text: Preview the Topic In this topic, students will use models to identify and explain how forces act on objects, including calculating the net force of an object. Students learned about equal and unequal forces and investigated the effect of forces on objects in a system in Grade 5 (5.7A, 5.7B). They will build on that knowledge in this topic as they explore types of forces and calculate net force. Topic Readiness Test Students answer questions to show what they already know about energy by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades. Teacher Background • Some forces are contact forces (friction and normal forces) which require objects to be in direct contact with each other. Other forces (gravity and magnetism) are noncontact forces and do not require objects to be in direct contact.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 200

Location: Made changes to Preview the Topic and Topic Readiness sections to address TRR response. Made edits to other areas of the page for fit.

Original Text: Preview the Topic

In Experience 1, students learn about air as a resource, human activities' adverse effects on air quality, and ways to reduce air pollution. In Experiences 2 and 3, students take a similar approach to learning about water and soil, respectively. In Experience 4, students learn about energy resources,
including renewables and nonrenewables, and the management, uses, and interconnections of those resources and the environment.

PREVIEW ANCHORING PHENOMENON

Students consider the example of Bosco Verticale, a pair of apartment buildings that has thousands of small trees that receive filtered wastewater from the building, among other "green" features.

Topic Readiness Test
Students answer questions to show what they already know about managing Earth's resources by completing a printed or online Topic Readiness Test.

Teacher Background
To teach the content of this Topic, you should be familiar with these concepts:
• There are advantages and disadvantages to the use of Earth's renewable and nonrenewable resources.
• Energy resources play a critical role in human society, and management of them impacts both modern life and the environment.
• Solutions to problems such as pollution and limited resources include conservation, recycling, and waste management.

Teacher Prep Videos
Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions
Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.
• Air pollution is mainly a product of automobile exhaust. While it is true that many automobiles produce air pollution, there are many other sources and types of air pollution.
• Oil and plastic are the worst forms of water pollution. There are other types of water pollution that are very harmful, including nutrients that in lesser amounts are not harmful or may even be beneficial.
• Plants consume soil. Some students think that plants consume soil as they grow. Tell students that plants absorb nutrients that are in the soil. They produce their own food during photosynthesis for energy.
• Petroleum is used only for energy. Many students might be unaware of how prevalent petroleum products are in our lives. Petroleum is used to make nylon clothing, plastic furniture and objects, cosmetics and personal care products, electronics, packaging, and items with lubricated moving parts.

Updated Text: Preview the Topic
In this topic, students will investigate air, water, soil, and energy resources, why resource management is important, and how resources can be managed. In Experience 1, students learn about air as a resource, human activities' adverse effects on air quality, and ways to reduce air pollution. In Experiences 2 and 3, students take a similar approach to learning about water and soil, respectively. In Experience 4, students learn about energy resources, including renewables and nonrenewables, and the management, uses, and interconnections of those resources and the environment.
Students were previously introduced to renewable and nonrenewable resources in Grade 4 (4.11A) and Grade 5 (5.11). They will continue to build their understanding as they explore the importance of resource management.

PREVIEW ANCHORING PHENOMENON

Students consider the example of Bosco Verticale, a pair of apartment buildings that has thousands of small trees that receive filtered wastewater from the building, among other "green" features.

Topic Readiness
Students answer questions to show what they already know about managing Earth's resources by completing a printed or

online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Teacher Background
To teach the content of this Topic, you should be familiar with these concepts:
• There are advantages and disadvantages to the use of Earth's renewable and nonrenewable resources.
• Energy resources play a critical role in human society, and management of them impacts both modern life and the environment.
• Solutions to problems such as pollution and limited resources include conservation, recycling, and waste management.

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Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.
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• Oil and plastic are the worst forms of water pollution. There are other types of water pollution that are very harmful, including nutrients that in lesser amounts are not harmful or may even be beneficial.
• Plants consume soil. Some students think that plants consume soil as they grow. Tell students that plants absorb nutrients that are in the soil.
• Petroleum is used only for energy. Petroleum is used to make nylon clothing, plastic furniture and objects, cosmetics and personal care products, electronics, packaging, and items with lubricated moving parts.

Publisher: Summit K12 Holdings

Science, Grade 6

Program: *Dynamic Science 6th Grade: TEKS*

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Location: Lesson Guide - Engage section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a phenomenon and phenomenon teacher's guide to every lesson guide as a result of TRR guidance.

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Location: Lesson Guide - Engage section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a phenomenon sensemaking guide (graphic organizer) for students to use in each TEKS as a result of TRR guidance

Component: ***Dynamic Science 6th Grade***

ISBN: 9781616180317

Location: Teacher Resources - Teacher's Guide - Claim, Evidence, Reasoning Model

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a CER Model graphic organizer and sample for teachers as a result of TRR guidance

Component: ***Dynamic Science 6th Grade***

ISBN: 9781616180317

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: As a result of TRR guidance, added a questioning guide to assist teachers with questioning techniques to deepen understanding

Component: ***Dynamic Science 6th Grade***

ISBN: 9781616180317

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: As a result of TRR guidance, added a teacher reference document to assist with phenomena-based instruction

Publisher: TPS Publishing

Science, Grade 6

Program: *STEAM into Science - Grade 6 Edition: TEKS*

Component: ***K-8 Family Guide***

ISBN: 9781788059534

Link to Current Content:
View Current Content

Current Page Number(s): Page 5

Location: Add to end of text

Original Text: New Content

Updated Text: It is extremely important for teachers and caregivers to communicate throughout the school year. Teachers should ensure they approach caregivers in a warm and welcoming manner; inviting them to be a part of their child's education, and showing they are valued. Teachers should communicate with caregivers regularly, not just when there is an issue. They should encourage, and give opportunities for, caregivers to be involved and show thanks for their involvement.
Communication can occur through a variety of mediums, and teachers should be conscious of what method works best for individual caregivers. Teachers are encouraged to speak with caregivers and find out what works for them, whether that be e-mail, messaging boards, class meetings, phone calls etc. Teacher must be aware that caregivers, as with students, are individuals and need to be treated as such.
Teachers are advised to provide digital access to caregivers at the start of each term. It would be beneficial to hold a tutorial meeting in which the teacher can step the caregivers through the program, the digital tools, and the access they will receive to use at home. TPS provides digital access information to teachers for this purpose.

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 6 -
https://docs.google.com/spreadsheets/d/1fZ2c_wlj9smMLyYRYIsSLydKu5fJN9N8/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 6 -
https://docs.google.com/spreadsheets/d/1IgMzc4wUtGlKkhNuYoEIxuOp0qxEY9yP/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 6 - https://drive.google.com/file/d/11Zfbmo1WRtCb-gXtZbPy_7mMynKg4ok7/view?usp=sharing

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 6 - https://docs.google.com/spreadsheets/d/1U5TY09S7btd9v4TRRVLQdDMG3t6k-z1-/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Caregiver Reader Assessment Card G6-G8 - https://drive.google.com/file/d/1qVbRtLqUyzZiPm1FUdD4zSL11fFmV5R1/view?usp=sharing

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Vertical Alignment Vertical Integration Table TEKS 6-14 - Learn By Doing - https://docs.google.com/spreadsheets/d/1qJ5sQu5GKX8SqtPUWjZ_6GAjZ58yzVEq/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Discovery Education Inc

Science, Grade 7

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

Component: ***Science Techbook for Texas by Discovery Education: Grade 7***

ISBN: 9781616291495
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Current Page Number(s): https://app.discoveryeducation.com/learn/player/6a07d9e8-0385-4cfe-b1bd-cd5e6fe1820f

Location: Unit 4 > Concept 1 > Lesson 1 > Lesson Standards > Following standard text for 7.14.A

Original Text: New Content

Updated Text: 7.14.B Describe the characteristics of the recognized kingdoms and their importance in ecosystems such as bacteria aiding digestion or fungi decomposing organic matter.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition***

ISBN: 9781616292492

Current Page Number(s): xxv

Location: Under existing content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: see new content in URL_for_Updated_Text

Publisher: Green Ninja

Science, Grade 7

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: ***Online Lesson Plans***

ISBN: 9781948845670

Link to Current Content:
View Current Content

Location: new content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added callout boxes of RTCs and SEPs in the following Grade 7 lessons: 1.3; 3.21; 4.19

Publisher: Houghton Mifflin Harcourt

Science, Grade 7

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS*

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***

ISBN: 9780358860914

Current Page Number(s): Grade 7 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade 7 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: ***HMH Into Science Texas Teacher Guide Grade 7***

ISBN: 9780358841609

Current Page Number(s): new p. T31

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

Publisher: McGraw Hill

Science, Grade 7

Program: *McGraw Hill Texas Science, Grade 7: TEKS*

Component: ***McGraw Hill Texas Science Grade 7 Student Edition***

ISBN: 9781265562502

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: 8.2.2 Grade 7 ELAR_Math_Correlations_Sample

Component: ***McGraw Hill Texas Science Grade 7 Student Edition***

ISBN: 9781265562502

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

Publisher: Savvas Learning

Science, Grade 7

Program: *Texas Experience Science Grade 7 (Print with digital): TEKS*

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 404

Location: Made changes to Preview the Topic - Second Paragraph to address TRR response.

Original Text: New Content

Updated Text: Students explored how gravity impacts objects using real world examples in Grade 6 (TEKS 6.7A). They also investigated the abiotic factors required by living things (TEKS 6.12A). They will build on that knowledge in this topic as they further explore objects in space, how gravity governs their movement, and the requirements for life to exist on Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Made changes to Preview the Topic - First Paragraph to address TRR response.

Original Text: In Experience 1, students are introduced to types of surface water and learn the harmful and beneficial influences of human activity on surface water. In Experience 2, they discover how sources of groundwater form and how human activities can have harmful and beneficial influences on this source of water. Finally, in Experience 3, they explore human dependence on ocean systems and how human activities impact these systems.

Updated Text: In this topic, students will investigate aspects of resource management and propose solutions to human impacts on the environment in the form of conservation. In Experience 1, students are introduced to types of surface water and learn the harmful and beneficial influences of human activity on surface water. In Experience 2, they discover how sources of groundwater form and how human activities can have harmful and beneficial influences on this source of water. Finally, in Experience 3, they explore human dependence on ocean systems and how human activities impact these systems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 334

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: New Content

Updated Text: Preview the Topic

In Experience 1, students are introduced to asexual reproduction and sexual reproduction of plants and animals. They compare the advantages and disadvantages of both for populations over time. In Experience 2, they are introduced to artificial and natural selection and learn how each can affect populations over generations.

Topic Readiness Test

Students answer questions to show what they already know about characteristics of organisms and variations by completing a printed or online Topic Readiness Test.

Teacher Background

To teach this topic, you should be familiar with the following concepts:
• Asexual reproduction involves one parent that produces genetically identical offspring. Sexual reproduction involves two parents combining their genetic material to produce offspring that differ from either parent.
• A trait is a specific characteristic, such as eye or hair color, that an organism can pass to its offspring during reproduction through genetic material.
• Artificial selection occurs when humans breed specific organisms with desired traits; these traits do not necessarily make a population better suited to its environment.
• Natural selection is a process by which individuals better suited to their environment survive and reproduce more than other members of their species.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Made changes to Preview the Topic - Second Paragraph to address TRR response.

Original Text: New Content

Updated Text: Students learned why resource management and conservation is important in Grade 6 (6.11A and 6.11B). They will build on that knowledge in this topic as they research human impacts on water resources

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 338

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Original Text: New Content

Updated Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of an offspring that differs from both of its parents. Throughout the topic, students will gain knowledge that should help them explain that because of the results of sexual reproduction, offspring inherit traits from both parents and populations change over time.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 10

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: New Content

Updated Text: Preview the Topic
In this topic students will compare and contrast elements and compounds, identify patterns in order to distinguish

between physical and chemical changes in matter, and use models to investigate the effect of variables on the rate of dissolution of solid solutes in solutions.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 48

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 48

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Look Back Presentation for each topic. They will provide slides of content from previous topics and grades for teachers to activate prior knowledge at the beginning of a topic.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 210

Location: Made changes to Preview the Topic - First Paragraph to address TRR response.

Original Text: In Experience 1, students identify and model the main functions of the human circulatory and respiratory systems. In Experience 2, students identify and model the main functions of the digestive and urinary systems. Finally, in Experience 3, students identify and model the main functions of the integumentary and immune systems.

Updated Text: In this topic, students will identify and model the main functions of the human body systems related to energy production and defense. In Experience 1, students identify and model the main functions of the human circulatory and respiratory systems. In Experience 2, students identify and model the main functions of the digestive and urinary systems. Finally, in Experience 3, students identify and model the main functions of the integumentary and immune systems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 214

Location: Made changes to Preview the Topic - Second Paragraph to address TRR response.

Original Text: New Content

Updated Text: Students were introduced to the characteristics of living things in Grade 6 (6.13B) and to the levels of organization in Topic 7 (7.13B). They will continue to build their understanding in this topic as they explore additional human body systems.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 254

Location: Made changes to Preview the Topic - First Paragraph to address TRR response.

Original Text: In Experience 1, students describe binomial nomenclature, the taxonomic system, and how organisms can be categorized. In Experience 2, students describe characteristics of the kingdoms Archaebacteria and Eubacteria and their importance to ecosystems. In Experience 3, students describe characteristics of the kingdoms Protista, Fungi, Plantae, and Animalia and their importance to ecosystems.

Updated Text: In Experience 1, students describe binomial nomenclature, the In this topic, students will describe the taxonomic system used to classify organisms and describe the characteristics and importance of the different kingdoms. In Experience 1, students describe binomial nomenclature, the taxonomic system, and how organisms can be categorized. In Experience 2, students describe characteristics of the kingdoms Archaebacteria and Eubacteria and their importance to ecosystems. In Experience 3, students describe characteristics of the kingdoms Protista, Fungi, Plantae, and Animalia and their importance to ecosystems.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 256

Location: Made changes to Preview the Topic - Second Paragraph to address TRR response.

Original Text: New Content

Updated Text: Students were introduced to the characteristics of living things (6.13B) and abiotic and biotic factors in ecosystems (6.12A). They will continue to build their understanding as they explore the role of the different kingdoms in ecosystems.

Component: ***Grade 7 Teacher Guide***

ISBN: 9781418398668

Current Page Number(s): 330

Location: Made changes to Preview the Topic to address TRR response.

Original Text: Preview the Topic
In Experience 1, students are introduced to the hierarchical organization of cells, tissues, organs, and organ systems. In Experience 2, they become familiar with the structures and functions of the nervous system. In Experience 3, they learn how the endocrine system helps to maintain homeostasis. In Experience 4, they discover how the skeletal and muscular systems work together.

PREVIEW ANCHORING PHENOMENON
Students determine how dancers use the different body systems to dance. Students will consider the interacting systems that enable dancers to perform.

Topic Readiness Test
Students answer questions to show what they already know about the body's systems by completing a printed or online Topic Readiness Test.

Teacher Background
To teach the content of this Topic, you should be familiar with the following concepts:

• In multicellular organisms, cells are specialized and organized to perform specific tasks. Cells are organized into tissues, tissues into organs, organs into organ systems, and organ systems into organisms. These levels of organization work to maintain homeostasis, a constant internal equilibrium, despite changes to the external environment.
• The nervous system comprises the central nervous system (brain and spinal cord) and the peripheral nervous system (autonomic and somatic).
• The endocrine system releases hormones, which control various processes throughout the body, including many that control the reproductive system.

• The skeletal and muscular systems are structural systems that shape, move, and protect the body.

Teacher Prep Video

Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions
Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.
• All cells perform the same function. Cells vary in shape and function.
• Only the brain sends signals that tell the body what to do. In addition to the brain, the spinal cord sends signals to complete an action.
• The endocrine system is the only body system that releases hormones. Organs from other body systems produce and secrete hormones as well.
• All connective tissues are solid. Some connective tissues, like bone, are solid, but connective tissues come in other forms, such as liquids.

Updated Text: Preview the Topic
In this topic, students will describe the hierarchical organization within organisms and identify and model the functions of human body systems. In Experience 1, students are introduced to the hierarchical organization of cells, tissues, organs, and organ systems. In Experience 2, they become familiar with the structures and functions of the nervous system. In Experience 3, they learn how the endocrine system helps to maintain homeostasis. In Experience 4, they discover how the skeletal and muscular systems work together.

(new paragraph)Students were introduced to cells (TEKS 6.13A) and the characteristics of living things in Grade 6 (TEKS 6.13B). They will continue to build their understanding in this topic as they explore the levels of organization and specific human body systems.
PREVIEW ANCHORING PHENOMENON
Students determine how dancers use the different body systems to dance.
Students will consider the interacting systems that enable dancers to perform.

Topic Readiness
Students answer questions to show what they already know about the body's systems by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Teacher Background
To teach the content of this Topic, you should be familiar with these concepts:
• In multicellular organisms, cells are organized into tissues, tissues into organs, organs into organ systems, and organ systems into organisms. These levels of organization work to maintain homeostasis, a constant internal equilibrium, despite changes to the external environment.
• The nervous system comprises the central nervous system (brain and spinal cord) and the peripheral nervous system (autonomic and somatic).
• The endocrine system releases hormones, which control various processes throughout the body, including many that

control the reproductive system.
• The skeletal and muscular systems are structural systems that shape, move, and protect the body.

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Common misconceptions (in bold type) and explanations follow. These misconceptions, and others, will be addressed at point of use.
• All cells perform the same function. Cells vary in shape and function.

• Only the brain sends signals that tell the body what to do. In addition to the brain, the spinal cord sends signals to complete an action.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 396

Location: Made changes to Preview the Topic - First Paragraph to address TRR response.

Original Text: In Experience 1, students are introduced to the objects in our solar system. They become familiar with the physical properties, locations, and movements of objects in our solar system, as well as the overall structure of the solar system. In Experience 2, they discover how gravity affects the motion of objects in our solar system. Finally, in Experience 3, they explore the characteristics of Earth that allow life to exist on the planet.

Updated Text: In this topic, students will describe properties, locations, and movements of objects in space, and how gravity governs the motion of objects in the solar system. Students will also analyze Earth's properties which allow for life to exist. In Experience 1, students are introduced to the objects in our solar system.
They become familiar with the physical properties, locations, and movements of objects in our solar system, as well as the overall structure of the solar system.
In Experience 2, they discover how gravity affects the motion of objects in our solar system. Finally, in Experience 3, they explore the characteristics of Earth that allow life to exist on the planet.

Publisher: TPS Publishing

Science, Grade 7

Program: *STEAM into Science - Grade 7 Edition: TEKS*

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 7 - https://docs.google.com/spreadsheets/d/1DrZrMZxaotieOGrwCz2t5T0VC74nEkCD/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 7 - https://drive.google.com/file/d/1fn3frilJojVZbU0Rch3p_-w2aWirTRke/view?usp=sharing

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 7 - https://docs.google.com/spreadsheets/d/1re8wr40v6tGb_5K80sg4kOgfl-x_rDxY/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 7 - https://docs.google.com/spreadsheets/d/1QQjOkOVZojCTu8h0OM1DT-UwLDGf2_wl/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Summit K12 Holdings

Science, Grade 7

Program: *Dynamic Science 7th Grade: ELPS*

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: Lesson Guide - Engage section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a phenomenon and phenomenon teacher's guide to every lesson guide as a result of TRR guidance.

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: Lesson Guide - Engage section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a phenomenon sensemaking guide (graphic organizer) for students to use in each TEKS as a result of TRR guidance

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: Teacher Resources - Teacher's Guide - Claim, Evidence, Reasoning Model

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a CER Model graphic organizer and sample for teachers as a result of TRR guidance

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: As a result of TRR guidance, added a questioning guide to assist teachers with questioning techniques to deepen understanding

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Component: ***Dynamic Science 7th Grade***

ISBN: 9781433409509

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: As a result of TRR guidance, added a teacher reference document to assist with phenomena-based instruction

Publisher: Discovery Education Inc

Science, Grade 8

Program: *Science Techbook for Texas by Discovery Education - Grade 8: TEKS*

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition***

ISBN: 9781616292591

Current Page Number(s): 10

Location: Materials list, after last bullet

Original Text: New Content

Updated Text: • Food coloring, glitter, sequins (optional)
• Craft sticks

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition***

ISBN: 9781616292591

Current Page Number(s): xxviii

Location: Lesson 2, Investigating Matter with Slime, Materials list, after last bullet

Original Text: New Content

Updated Text: • Food coloring, glitter, sequins (optional)
• Craft sticks

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition***

ISBN: 9781616292607

Current Page Number(s): 10

Location: Materials list, after last bullet

Original Text: New Content

Updated Text: • Food coloring, glitter, sequins (optional)
• Craft sticks

Publisher: Green Ninja

Science, Grade 8

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: new content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added RTC or SEP callout boxes to the following Grade 8 lessons: 1.12; 2.3; 2.10; 2.24; 3.21; 4.9

Publisher: Houghton Mifflin Harcourt

Science, Grade 8

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS*

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Current Page Number(s): new p. T31

Location: full page

Original Text: New Content

Updated Text: The page of "Additional Teacher Resources" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Pacing Guide," "Learning Journey," "Home Letters," and "Multilingual Glossary."

Component: *HMH Into Science Texas Teacher License Digital Grade 8*

ISBN: 9780358860921

Current Page Number(s): Grade 8 Learning Journey, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Learning Journey” for Grade 8 describes the horizontal alignment and how science concepts build over time across the grade level.

Publisher: McGraw Hill

Science, Grade 8

Program: *McGraw Hill Texas Science, Grade 8: TEKS*

Component: *McGraw Hill Texas Science Grade 8 Student Edition*

ISBN: 9781265563462

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

Component: *McGraw Hill Texas Science Grade 8 Student Edition*

ISBN: 9781265563462

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: 8.2.2 Grade 8 ELAR_Math_Correlations_Sample

Publisher: Savvas Learning

Science, Grade 8

Program: *Texas Experience Science Grade 8 (Print with digital): TEKS*

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: We will provide a Look Back Presentation for each topic. They will provide slides of content from previous topics and grades for teachers to activate prior knowledge at the beginning of a topic.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 58

Location: New content to address TRR response, current content does not exist.Entire Page

Original Text: New Content

Updated Text: Preview the Topic

In this topic, students will analyze the relationship between acceleration, net force, and the mass of an object using Newton's second law of motion. Students will also investigate real-world examples of Newton's laws acting within systems. In Experience 1, students are introduced to acceleration as the change in velocity over the change in time. They also learn that acceleration is proportional to the applied force and inversely proportional to the mass of the object. In Experience 2, they discover Newton's laws of motion and describe how Newton's three laws act simultaneously within systems.

Students learned about Newton's third law of motion in Grade 6 (6.7C). They also analyzed forces using Newton's first law of motion in Grade 7 (7.7D). They will build on that knowledge in this topic as they explore how all three of Newton's Laws act within systems.

PREVIEW ANCHORING PHENOMENON

Students consider the application of acceleration and Newton's laws to safety restraints in a car. They investigate how these restraints keep people safe during a crash.

Topic Readiness Test

Students answer questions to show what they already know about force, motion, and acceleration by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Teacher Background

You should be familiar with the following concepts:
• Acceleration is change in speed over time. Acceleration is expressed as distance/time^2. It is a vector quantity, having both magnitude and direction.
• Newton's first law of motion relates the motion of an object to any force that acts on it. It is sometimes referred to as the Law of Inertia.
• Newton's second law relates force on an object and the object's mass and acceleration. It can be expressed as F = ma.
• Newton's third law states that for every action force, there is an equal and opposite reaction force.
Teacher Prep Videos
Watch the Teacher Prep Videos to help you prepare for each Experience in the program. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

Common misconceptions (in bold type) and explanations follow. These misconceptions will be addressed at point of use.
• Acceleration is when an object moves faster. Acceleration is a change in speed over time. The change can be positive or negative.
• A motionless object has no forces acting on it. Newton's first law emphasizes that motion changes when an object is acted on by an external force. An object that is not moving has forces acting on it, but the forces are balanced. A ball sitting still on a table has gravity pulling down on it and the table pushing up on it. These forces are equal, therefore, the ball does not move.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 238

Location: Made changes to Preview the Topic and Topic Readiness heading to address TRR Rubric. Made edits to other areas of the page for fit.

Original Text: New Content

Updated Text: Preview the Topic

In this topic, students will use models to identify the function of organelles and genes. Students will also investigate the relationship between the variation of traits and the likelihood of survival and reproductive success of a species over generations. In Experience 1, students are introduced to the basic functions of cell structures in animal and plant cells and how their functions support the health of an organism. They will discover the function of genes. In Experience 2, they become familiar with how variations of traits lead to adaptations that influence the likelihood of survival and reproductive success of a species over generations.

Students learned about forms of reproduction (7.13C) and how natural and artificial selection can affect populations over generations (7.13D) in grade 7. They will build on that knowledge in this topic as they discover the function of genes and how inheritance of certain traits influences the survival of a species.

PREVIEW ANCHORING PHENOMENON

Students write a claim about how a chuckwalla might be well-suited to live in rocky areas found in desert regions of the southwestern United States and northern Mexico. Students use evidence and reasoning to determine which traits and adaptations are important for the lizard's survival.

Topic Readiness Test

Students answer questions to show what they already know about variations and an organism's survival by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Teacher Background

To teach this content, you should be familiar with the following concepts:
• Cells are the basic unit of structure and function in all organisms. Cells contain organelles which are cellular structures with their own functions that support the health of the organism. Genes are small segments of chromosomes that determine traits. Genetic information is passed from parent to offspring.
• Variation is a difference in a trait among the members of a species in a population that depends on genetic and environmental factors. An adaptation is a trait or behavior that helps an organism survive and reproduce. Adaptations can be structural, behavioral, or physiological.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 69

Location: New content to address TRR response, current content does not exist.Bottom of Page

Original Text: New Content

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Transcript, please! Students who struggle with organization may benefit from having a transcript of the Key Ideas Video instead of taking their own notes. To make it more interactive, have blanks in the transcript for the students to fill in while watching the video.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 242

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Original Text: New Content

Updated Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of a chuckwalla lizard with traits that allow it to survive in a desert environment. Throughout the Topic, students will use models to describe the function of genes and how they determine inherited traits of offspring. Students will investigate the relationship between the variation of traits within a population and adaptations that influence the likelihood of survival and reproductive success of a species, such as chuckwalla lizards, over generations.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 146

Location: New content to address TRR response, current content does not exist.Bottom of Page

Original Text: New Content

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Smaller Pieces Students with language impairments may benefit from having their Read About It assignment modified, such as by being assigned less reading, by spreading the reading out over a longer period of time, or by having fewer questions to answer.

Component: ***Grade 8 Teacher Guide***

ISBN: 9781418398675

Current Page Number(s): 171

Location: New content to address TRR response, current content does not exist. Middle of page

Original Text: New Content

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Fewer Distractions Students who struggle working in a group may benefit from having a separate space, away from the other groups, to reduce distractions and competing noise while doing this Hands-On Lab.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 220

Location: New content to address TRR response, current content does not exist.Differentiated Instruction

Original Text: New Content

Updated Text: CHALLENGE Have students who could use a challenge, conduct research to identify places and climates recently impacted by a volcanic eruption. Have students prepare a brief oral report that describes the impact they researched and share their findings with the class.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 230

Location: New content to address TRR response, current content does not exist. Bottom of page

Original Text: New Content

Updated Text: SPECIAL NEEDS Creating Graphs
Students who need tactile experiences may benefit from re-creating the World Population line graph and Change in Global Forest Cover by Decade bar graph with tactile objects, such as strips of paper or string, before analyzing and interpreting the data.

Publisher: Summit K12 Holdings

Science, Grade 8

Program: *Dynamic Science 8th Grade: TEKS*

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: As a result of TRR guidance, added a questioning guide to assist teachers with questioning techniques to deepen understanding

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Location: Teacher Resources - Teacher's Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: As a result of TRR guidance, added a teacher reference document to assist with phenomena-based instruction

Component: ***Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Lesson Guide - Engage section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a phenomenon and phenomenon teacher's guide to every lesson guide as a result of TRR guidance.

Component: ***Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Lesson Guide - Engage section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a phenomenon sensemaking guide (graphic organizer) for students to use in each TEKS as a result of TRR guidance

Component: ***Dynamic Science 8th Grade***

ISBN: 9781433409523

Location: Teacher Resources - Teacher's Guide - Claim, Evidence, Reasoning Model

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a CER Model graphic organizer and sample for teachers as a result of TRR guidance

Publisher: TPS Publishing

Science, Grade 8

Program: *STEAM into Science - Grade 8 Edition: TEKS*

Component: ***Online Library – Teacher support***

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Grade 8 - https://docs.google.com/spreadsheets/d/15Gs8PbAYDg_05N5mO4w7r5cYoUD_hJU3/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Grade 8 - https://docs.google.com/spreadsheets/d/1esiQrKIOvq-xuBnp-ECdw2J5e-yAFFIk/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-5 content guide - Grade 8 - https://drive.google.com/file/d/1kqNLnJjONjUzL9fWDuGA6hgfMeY_1H6N/view?usp=sharing

Component: *Online Library – Teacher support*

ISBN: 9781788057899

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Scope and Sequence - Alternative for RTI - Grade 8 - https://docs.google.com/spreadsheets/d/15YBjvpXrZBBMpt_bpIndEpBMSVUChiic/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade K

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade K: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Link to Current Content:
View Current Content

Current Page Number(s): Propiedades de los objetos (TEKS K.6.A) Examen breve, p. 3

Location: Item 4, prompt, sentence 1

Original Text: New Content

Updated Text: "Los objetos pueden clasificarse según sus propiedades físicas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Link to Current Content:
View Current Content

Current Page Number(s): La fuerza y el movimiento (TEKS K.7) Prueba, p. 3

Location: Item 4, prompt, sentences 4–5, and table

Original Text: New Content

Updated Text: "Es posible usar algunas de las letras más de una vez o no usarlas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:
View Current Content

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Current Page Number(s): Grade K Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade K describes the horizontal alignment and how science concepts build over time across the grade level.

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***

ISBN: 9780358841715

Current Page Number(s): new p. T27

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9780358881636

Link to Current Content:
View Current Content

Current Page Number(s): Propiedades de los objetos (TEKS K.6.A) Examen breve, p. 3

Location: Item 3, prompt, sentence 1

Original Text: New Content

Updated Text: "Estas pelotas pueden clasificarse según sus propiedades físicas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***

ISBN: 9780358881636

Link to Current Content:
View Current Content

Current Page Number(s): Propiedades de los objetos (TEKS K.6.A) Examen breve, p. 2

Location: Item 2, prompt

Original Text: New Content

Updated Text: "Los objetos están clasificados según su forma.
Identifica la forma que se usa para clasificar los dos objetos. Indica a qué grupo pertenece cada objeto según su forma."

Publisher: McGraw Hill

Science, (Spanish) Grade K

Program: *McGraw Hill Ciencias para Texas Kindergarten: TEKS*

Component: ***McGraw Hill Ciencias para Texas, Grado K Teacher Edition***

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: ***McGraw Hill Ciencias para Texas, Grado K Teacher Edition***

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: ***McGraw Hill Ciencias para Texas, Grado K Teacher Edition***

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: ***McGraw Hill Ciencias para Texas, Grado K Teacher Edition***

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: ***McGraw Hill Ciencias para Texas, Grado K Teacher Edition***

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: ***McGraw Hill Ciencias para Texas, Grado K Teacher Edition***

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: *McGraw Hill Ciencias para Texas, Grado K Teacher Edition*

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: *McGraw Hill Ciencias para Texas, Grado K Teacher Edition*

ISBN: 9781265996246

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: GK Pacing Guide

Publisher: Savvas Learning

Science, (Spanish) Grade K

Program: *Texas Experimenta las Ciencias Grade K (Print with digital): TEKS*

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 30

Location: Made changes to address TRR Response Tema 2, Vistazo al tema, Examen de preparación del tema y remediación

Original Text: New Content

Updated Text: (blue head)Examen de preparación del tema y remediación (body text)Los estudiantes responden a preguntas para mostrar lo que ya saben sobre los imanes y el movimiento completando un examen de preparación del tema impreso o en línea. Para los estudiantes que presenten dificultades en el examen, asígneles las preguntas que correspondan de la remediación en Realize.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 33

Location: Made changes to address TRR Response Tema 2, Plan del tema
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Original Text: New Content

Updated Text: (insert new box) En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 6

Location: Made changes to address TRR Response Tema 1, Vistazo al tema, Vista preliminar del tema

Original Text: New Content

Updated Text: (Insert second paragraph) A medida que progrese en el tema, conecte las actividades con el tema 1 de prekínder: ¡Hola, escuela! Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre la descripción del color, tamaño y forma de los objetos comunes (PK.VI.A).

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 48

Location: Made changes to address TRR Response Experiencia 2, Explorar, Enseñanza diferenciada

Original Text: New Content

Updated Text: (insert new text) Necesidades especiales Los estudiantes con trastornos del lenguaje, como trastornos cognitivos de comunicación, puede que no sepan cómo escuchar cuando alguien les habla. Represente este proceso pidiéndole a un estudiante que cuente lo que observó. Luego, escuche cuidadosamente y, luego, repítale al estudiante lo que le dijo. Durante esta actividad, pida a los estudiantes que usen esta técnica para asegurarse de que todos saben cuán escuchar y cuándo hablar.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 6

Location: Made changes to address TRR Response Tema 1, Vistazo al tema, Examen de preparación del tema y remediación

Original Text: New Content

Updated Text: (blue head) Examen de preparación del tema y remediación (body text) Los estudiantes responden a preguntas para demostrar lo que ya saben sobre los objetos completando un examen de preparación del tema impreso o en línea. Para los estudiantes que presenten dificultades en el examen, asígneles las preguntas que correspondan de la remediación en Realize.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 16

Location: Made changes to address TRR Response Experiencia 1, Explorar, Enseñanza diferenciada

Original Text: New Content

Updated Text: (insert) Necesidades especiales Esta es una actividad en la que los estudiantes que necesiten experiencias táctiles para completarla exitosamente pueden asumir un rol de liderazgo. Pida a estos estudiantes que tomen una bolsa y que describan la forma, el sonido y el peso del objeto que se encuentra en su interior. Luego, pídales que pongan una mano dentro de la bolsa para sentir el objeto. Anímelos a que describan al resto de la clase lo que observan a medida que que sienten cada objeto.

Component: ***Guía del maestro, Kindergarten***

ISBN: 9781323223444

Current Page Number(s): page 30

Location: Made changes to address TRR Response Tema 2, Vistazo al tema

Original Text: New Content

Updated Text: (insert new paragraph) A medida que progrese en el tema, conecte las actividades con el tema 1: Los objetos. Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre las propiedades de los objetos (TEKS K.6A) y las maneras de clasificarlos con cómo los objetos interactúan con distintos materiales en el Tema 2.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade K

Program: *Dynamic Science (Spanish) Kindergarten : TEKS*

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Kindergarten TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: *Dynamic Science (Spanish) Kindergarten*

ISBN: 9781433406058

Location: Diagnostic Assessment - Student

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments have added to support assessing student learning.

Component: *Dynamic Science (Spanish) Kindergarten*

ISBN: 9781433406058

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments Teacher Guide have added to support teachers in assessing student learning.

Component: *Dynamic Science (Spanish) Kindergarten*

ISBN: 9781433406058

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science (Spanish) Kindergarten*

ISBN: 9781433406058

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406041

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Kindergarten TEKS Lesson Guide.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Kindergarten TEKS.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Kindergarten TEKS.

Component: ***Dynamic Science (Spanish) Kindergarten***

ISBN: 9781433406058

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Kindergarten TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 1

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 1: TEKS*

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): p. 139

Location: Top of page, above Boleto de salida

Original Text: New Content

Updated Text: "Escucha para identificar la evidencia

Elige una estación. Usa lo que aprendiste para describir la estación a tu compañero. Pídele que adivine la estación y que explique cómo lo sabe.
Escucha activamente la explicación de tu compañero para identificar evidencia importante que demuestre que identificó la estación correcta.
Luego, tu compañero debe describirte su estación. Adivina la estación de tu compañero y explica cómo lo sabes."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Current Content:
View Current Content

Current Page Number(s): TEKS 1.1-1.5 Banco de destrezas y temas, p. 27

Location: Item 57, prompt, table, answer choices

Original Text: New Content

Updated Text: "Hannah tomó una pequeña muestra de suelo. Calculó la cantidad de cada objeto que había en el suelo. Anotó los resultados en la tabla. Mira la tabla."
[Table]
"Objeto" "Cantidad"
"Granos de arena" "53"
"Piedras pequeñas" "18"
"Ramitas" "3"
"Describe los objetos según su cantidad relativa. Escribe la letra de UNA respuesta en cada recuadro.
Había [BLANK] piedras pequeñas que granos de arena. Había [BLANK] granos de arena que ramitas."
"A. más
B. menos"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): p. 380

Location: Paragraph 1, sentences 1–4

Original Text: New Content

Updated Text: "Colabora con otros para diseñar una solución que se trate de una herramienta para limpiar la contaminación. Dibuja un modelo de la herramienta. Usa palabras para describir cómo funciona. Colabora para compartir cómo usar la herramienta en una variedad de escenarios y formatos. Tu grupo puede dibujar, escribir o hablar para compartir la explicación sobre la herramienta. Puede compartirla con otro grupo o presentarla a la clase."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): p. 218

Location: Seguridad, before first bullet

Original Text: New Content

Updated Text: "Describe cómo estar seguros mientras hacen la actividad afuera."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Current Page Number(s): Grade 1 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 1 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Link to Current Content:
View Current Content

Current Page Number(s): p. 322

Location: Column 1, Apoyo para las respuestas de los estudiantes, Leer, escribir y compartir, sentences 1–4

Original Text: New Content

Updated Text: "Colabora con otros para diseñar una solución que se trate de una herramienta para limpiar la contaminación. Dibuja un modelo de la herramienta. Usa palabras para describir cómo funciona. Colabora para compartir cómo usar la herramienta en una variedad de escenarios y formatos. Tu grupo puede dibujar, escribir o hablar para compartir la explicación sobre la herramienta. Puede compartirla con otro grupo o presentarla a la clase."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Current Page Number(s): new p. T27

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Link to Current Content:
View Current Content

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.10.D, Day 2 Screen 2

Location: Seguridad, before first bullet

Original Text: New Content

Updated Text: "Describe cómo estar seguros mientras hacen la actividad afuera."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1*

ISBN: 9780358881643

Link to Current Content:
View Current Content

Current Page Number(s): La materia (TEKS 1.6) Prueba, p. 3

Location: Item 5, image

Original Text: New Content

Updated Text: image edited to include a box around two dimpled objects, box around two smooth objects, and box around two fuzzy objects, and make two fuzzy objects larger and fuzzier

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1*

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.11.A, Day 3, Screen 3

Location: Paso 5, sentence 2

Original Text: New Content

Updated Text: "Demuestra cómo usaste prácticas seguras durante la actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1*

ISBN: 9780358881643

Link to Current Content:
View Current Content

Current Page Number(s): Propiedades de la materia (TEKS 1.6.A) Examen breve, p. 3

Location: Item 4, answer choice B

Original Text: New Content

Updated Text: "B. Pesado(a)"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): p. 247

Location: Paso 5, sentence 2

Original Text: New Content

Updated Text: "Demuestra cómo usaste prácticas seguras durante la actividad."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:
View Current Content

Current Page Number(s): Propiedades de la materia (TEKS 1.6.A) Examen breve, p. 3

Location: Item 4, table, first row image

Original Text: New Content

Updated Text: image of bowling ball and large rock

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Link to Current Content:
View Current Content

Current Page Number(s): p. 221

Location: Column 2, first Apoyo para las respuestas de los estudiantes

Original Text: New Content

Updated Text: "Demuestra cómo usaste prácticas seguras durante la actividad."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:
View Current Content

Current Page Number(s): Partes de un sistema (TEKS 1.6.C) Examen breve, p. 2

Location: Item 3, art

Original Text: New Content

Updated Text: image of basketball hoop with backboard and rim on the ground, rim is lighter gray

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.11.A, Day 6, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Conservar el suelo
Muestra cómo el viento puede afectar el suelo. Usa la tierra (suelo) del Día 4."
[bullet] "Coloca tierra suelta en un plato."
[bullet] "Sopla suavemente sobre el plato."
[bullet] "Observa."

[bullet] "Propón una solución para que la tierra deje de moverse."
[bullet] "Haz un modelo de tu solución y pruébalo."
"Piensa en cómo el modelo justifica tu solución. Comunica tu solución de forma individual en una variedad de escenarios y formatos. Puedes comentar tu idea con un compañero o presentarla a la clase. Puedes hablar o escribir sobre tu modelo o usar una ilustración."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.6.C, Day 4, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Leer, escribir y compartir

Piensa como un ingeniero de juguetes que diseña un juguete nuevo. ¿Qué tipo de juguete diseñarías y por qué? Comunica explicaciones de forma individual en una variedad de escenarios y formatos. Puedes escribir, dibujar o contarles a otros por qué diseñaste ese juguete.
Puedes compartir tu explicación con tu maestro, otro grupo o la clase."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): p. 262

Location: bottom of page

Original Text: New Content

Updated Text: "Conservar el suelo
Muestra cómo el viento puede afectar el suelo. Usa la tierra (suelo) del Día 4."
[bullet] "Coloca tierra suelta en un plato."
[bullet] "Sopla suavemente sobre el plato."
[bullet] "Observa."
[bullet] "Propón una solución para que la tierra deje de moverse."
[bullet] "Haz un modelo de tu solución y pruébalo."
"Piensa en cómo el modelo justifica tu solución. Comunica tu solución de forma individual en una variedad de escenarios y formatos. Puedes comentar tu idea con un compañero o presentarla a la clase. Puedes hablar o escribir sobre tu modelo o usar una ilustración."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Link to Current Content:
View Current Content

Current Page Number(s): p. 230

Location: Column 2, bottom of column
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Original Text: New Content

Updated Text: "Conservar el suelo: Los niños usarán la tierra (suelo) del Día 4 para mostrar cómo el viento puede afectar el suelo. Después de observar cómo se mueve la tierra, propondrán una solución para que deje de moverse. Luego, harán un modelo de su solución y lo probarán. Proporcione a los niños los materiales que necesiten para hacer sus modelos y presentar sus soluciones."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): p. 40

Location: below multiple choice item

Original Text: New Content

Updated Text: "Leer, escribir y compartir

Piensa como un ingeniero de juguetes que diseña un juguete nuevo. ¿Qué tipo de juguete diseñarías y por qué? Comunica explicaciones de forma individual en una variedad de escenarios y formatos. Puedes escribir, dibujar o contarles a otros por qué diseñaste ese juguete.
Puedes compartir tu explicación con tu maestro, otro grupo o la clase."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): p. 293

Location: paragraph 3

Original Text: New Content

Updated Text: "Participa respetuosamente en la discusión científica mientras hablas con un compañero sobre tu razonamiento."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:
View Current Content

Current Page Number(s): Cambios en la materia (TEKS 1.6.B) Examen breve, p. 3

Location: Item 4, Answer choice A

Original Text: New Content

Updated Text: "A. Un tronco se quema"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.12.A, Day 2, Screen 5

Location: paragraph 2

Original Text: New Content

Updated Text: "Participa respetuosamente en la discusión científica mientras hablas con un compañero sobre tu razonamiento."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1*

ISBN: 9780358881643

Link to Current Content:
View Current Content

Current Page Number(s): La fuerza y el movimiento (TEKS 1.7) Prueba, p. 3

Location: Item 5, answer choices B and C

Original Text: New Content

Updated Text: [Answer Choices]
B. image of child with kite holding string
Remove third answer choice

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:
View Current Content

Current Page Number(s): p. 260

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentence 3

Original Text: New Content

Updated Text: "Participa respetuosamente en la discusión científica mientras hablas con un compañero sobre tu razonamiento."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1*

ISBN: 9780358881643

Link to Current Content:
View Current Content

Current Page Number(s): La fuerza y el movimiento (TEKS 1.7) Prueba, p. 3

Location: Item 5, table

Original Text: New Content

Updated Text: [Table]
"Tirar para detener el movimiento"
"Tirar para iniciar el movimiento"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Link to Current Content:
View Current Content

Current Page Number(s): p. 304

Location: Column 1, Leer, escribir y compartir, paragraph 1, after sentence 3

Original Text: New Content

Updated Text: "Pida a los niños que usen los datos que reunieron para desarrollar un modelo de la cadena alimentaria (o alimenticia) del animal."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): p. 146

Location: Paragraph 1

Original Text: New Content

Updated Text: "Colabora con un grupo pequeño. Imagina que eres astronauta por un día. Explica lo que harías. Trabaja con tu grupo para comunicar la explicación en una variedad de formatos. Tu grupo puede escribir dos oraciones o hacer dos dibujos."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.9.A, Day 5 Screen 3

Location: Paragraph 1

Original Text: New Content

Updated Text: "Colabora con un grupo pequeño. Imagina que eres astronauta por un día. Explica lo que harías. Trabaja con tu grupo para comunicar la explicación en una variedad de formatos. Tu grupo puede escribir dos oraciones o hacer dos dibujos."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.12.C, Day 4, Screen 3

Location: Paragraph 2, after sentence 3

Original Text: New Content

Updated Text: "Usa los datos que reuniste para desarrollar un modelo de la cadena alimentaria (o alimenticia) del animal. Comienza tu modelo con el sol."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***

ISBN: 9780358841722

Link to Current Content:
View Current Content

Current Page Number(s): p. 130

Location: Column 2, Apoyo para las respuestas de los estudiantes, Leer, escribir y compartir

Original Text: New Content

Updated Text: "Colabora con un grupo pequeño. Imagina que eres astronauta por un día. Explica lo que harías. Trabaja con tu grupo para comunicar la explicación en una variedad de formatos. Tu grupo puede escribir dos oraciones o hacer dos dibujos."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***

ISBN: 9780358881292

Link to Current Content:
View Current Content

Current Page Number(s): p. 352

Location: Paragraph 2, after sentence 3

Original Text: New Content

Updated Text: "Escribe datos sobre dónde vive y qué come. Usa los datos que reuniste para desarrollar un modelo de la cadena alimentaria (o alimenticia) del animal. Comienza tu modelo con el sol."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.9.A, Day 3, new screen after current Screen 5

Location: new screen

Original Text: New Content

Updated Text: "Escucha para identificar la evidencia

Elige una estación. Usa lo que aprendiste para describir la estación a tu compañero. Pídele que adivine la estación y que explique cómo lo sabe.
Escucha activamente la explicación de tu compañero para identificar evidencia importante que demuestre que identificó la estación correcta.
Luego, tu compañero debe describirte su estación. Adivina la estación de tu compañero y explica cómo lo sabes."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***

ISBN: 9780358881643

Link to Current Content:
View Current Content

Current Page Number(s): TEKS 1.1-1.5 Banco de destrezas y temas, p. 11

Location: Item 24, prompt, table, and answer choices

Original Text: New Content

Updated Text: "Alan midió la temperatura de 6 días como evidencia de que el patrón del estado del tiempo muestra que hizo calor. ¿Cómo puede usar Alan los datos que reunió para completar la tabla? Escribe la letra de cada respuesta en el recuadro correcto."
[Image of 6 thermometers]
[Table] "Mediciones de la temperatura exterior"
"Temperatura" "Cantidad de días"
"90 grados"
"92 grados"
"95 grados"
"A. 1 B. 3 C. 2"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***

ISBN: 9780358881551

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 1.13.A, Day 5, Screen 3

Location: Paragraph 1, sentences 1–4

Original Text: New Content

Updated Text: "Colabora con otros para diseñar una solución que se trate de una herramienta para limpiar la contaminación. Dibuja un modelo de la herramienta. Usa palabras para describir cómo funciona. Colabora para compartir cómo usar la herramienta en una variedad de escenarios y formatos. Tu grupo puede dibujar, escribir o hablar para compartir la explicación sobre la herramienta. Puede compartirla con otro grupo o presentarla a la clase."

Publisher: McGraw Hill

Science, (Spanish) Grade 1

Program: *McGraw Hill Ciencias para Texas, Grado 1: TEKS*

Component: ***McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition***

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: ***McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition***

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: ***McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition***

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: ***McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition***

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: ***McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition***

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: ***McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition***

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G1 Pacing Guide

Component: *McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition*

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: *McGraw Hill Ciencias para Texas, Grado 1, Teacher Edition*

ISBN: 9781265997106

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Publisher: Savvas Learning

Science, (Spanish) Grade 1

Program: *Texas Experimenta las Ciencias Grade 1 (Print with digital): TEKS*

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 6

Location: Made changes to address TRR ResponseTema 1, Vistazo al tema, Vista preliminar del tema

Original Text: New Content

Updated Text: (Insert new second paragraph)
A medida que progrese en el tema, conecte las actividades con el Tema 1 de grado K: Los objetos. Los estudiantes pueden aplicar lo que aprendieron en el Tema 1 sobre cómo identificar y anotar propiedades físicas observables de los objetos, como la forma, el color, la textura y el material, y generar formas de clasificar objetos.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 7

Location: Made changes to address TRR ResponseTema 1, Vistazo al tema, Conexión con el hogar box

Original Text: New Content

Updated Text: (updated text) Identificar partes de un objeto entero Pida a los estudiantes que usen un reloj de pared o un temporizador de cocina que tengan en su hogar para practicar cómo identificar objetos enteros y sus partes. Pídales que hagan una tabla de dos columnas en sus cuadernos de Ciencias. El encabezado de la primera columna debería llevar el rótulo “Objeto entero”. Los estudiantes deberían dibujar el reloj o el temporizador de cocina entero. El encabezado para la otra columna debería llevar el rótulo “Partes”. Los estudiantes deben dibujar algunas de las partes del reloj o temporizador, como las manecillas del reloj o el dial del temporizador. Invite a los estudiantes a completar el mismo ejercicio con otros objetos comúnmente hallados en el hogar.
(insert new paragraph) Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 32

Location: Made changes to address TRR ResponseExplorar, Enseñanza diferenciada, bottom

Original Text: New Content

Updated Text: (insert)
Extensión Para los estudiantes que necesitan un desafío, pídales que realicen la actividad práctica según lo instruido, pero pídales que tomen el tiempo de cuán rápido se derritió el hielo. Luego, pídales que hagan una predicción acerca de qué ocurrirá si usan agua más fría o más caliente en la actividad. Pídales que usen un cronómetro para ver cuán más lento o rápido se derritió el hielo. Pídales que escriban un enunciado en el que expliquen sus resultados.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 38

Location: Made changes to address TRR ResponseTema 2, Vistazo al tema, Vista preliminar del tema

Original Text: New Content

Updated Text: (Insert second paragraph)
A medida que progrese en el tema, conecte las actividades con el tema 1: Los objetos. Los estudiantes pueden aplicar lo que aprendieron en el Tema 1 sobre las propiedades físicas observables de los objetos y los cambios en los materiales que generan el calentamiento y el enfriamiento (TEKS 1.6A, 1.6B) con cómo calentar materiales puede causar cambios reversibles y cambios irreversibles en el Tema 2.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 48

Location: Made changes to address TRR ResponseExplorar, Enseñanza diferenciada, bottom

Original Text: New Content

Updated Text: (new content) Necesidades especiales Para los estudiantes con discapacidades de la audición, pídale a otro estudiante que dibuje cómo pueden usar los vasos, los cubos de hielo y el agua tibia para determinar la manera más rápida de derretir el hielo. Ese estudiante puede señalarle y mostrarle al estudiante con discapacidad auditiva cómo usar los materiales.

Component: ***Guía del maestro***

ISBN: 9781323223451

Current Page Number(s): page 56

Location: Made changes to address TRR ResponseENSEÑANZA DIFERENCIADA

Original Text: New Content

Updated Text: (insert new content)
Extensión Para los estudiantes que necesiten un desafío, pídales que hagan una predicción de los resultados de la investigación antes de comenzar. Al finalizar la investigación, pídales que comparen sus predicciones con sus resultados. Pídales que escriban un enunciado en el que describan cómo sus predicciones y sus resultados se comparan.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 1

Program: *Dynamic Science (Spanish) 1st Grade: TEKS*

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Kindergarten TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Kindergarten TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406065

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Diagnostic Assessment - Student

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments have added to support assessing student learning.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments Teacher Guide have added to support teachers in assessing student learning.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Kindergarten TEKS Lesson Guide.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Kindergarten TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Kindergarten TEKS.

Component: ***Dynamic Science (Spanish) 1st Grade***

ISBN: 9781433406072

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Kindergarten TEKS.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 2

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 2: TEKS*

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:
View Current Content

Current Page Number(s): La materia (TEKS 2.6) Prueba, p. 5

Location: Item 8, Answer choice B

Original Text: New Content

Updated Text: "B. El tren es del mismo tamaño que el de Olivia, pero algunos bloques se ven diferentes"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:
View Current Content

Current Page Number(s): La materia (TEKS 2.6) Prueba, p. 4

Location: Item 7, art in prompt, answer choice A art, answer choice B art, answer choice C art

Original Text: New Content

Updated Text: Image of block with dotted pattern added to flat, rectangular, light-shaded (stem, A, C)
Image of cubic rectangular prism darkened (stem, B, C)
Image of darker block in item C has a “axle” is visible underneath

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:
View Current Content

Current Page Number(s): La materia (TEKS 2.6) Prueba, p. 5

Location: Item 8, art in prompt (Tren de Olivia, Tren de Julio, Tren de Ben)

Original Text: New Content

Updated Text: Image of middle block of Olivia's and Ben's trains have a dotted pattern.
Image of middle block of Julio's train has a diagonally-striped pattern.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:
View Current Content

Current Page Number(s): La materia cambia (TEKS 2.6.B) Examen breve, p. 2

Location: Item 4, prompt and answer choices A, B, C

Original Text: New Content

Updated Text: "Lilibet quiere investigar dos botellas de leche. Pone una botella en el refrigerador y otra en una nevera portátil. Tanto el refrigerador como la nevera tienen una temperatura actual de 6 °C. La leche se congelará cuando alcance los 0 °C. ¿Cuánto más frío es necesario para que se congele la leche?
A. 0 °C
B. 3 °C
C. 6 °C"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358881308

Link to Current Content:
View Current Content

Current Page Number(s): pp. 117–122

Location: Actividad práctica, multiple pages

Original Text: New Content

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***

ISBN: 9780358881568

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.7.B, Day 4, Screens 2–4, 6–7

Location: Actividad práctica, multiple screens

Original Text: New Content

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***

ISBN: 9780358881568

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.7.B, Day 5, new screen before current Screen 4

Location: new screen

Original Text: New Content

Updated Text: [head] "Planifica una investigación
Planifica una investigación descriptiva de una montaña rusa para una bola de plastilina. Deberás empujar o tirar de la bola tres veces mientras se mueve. Traza una pista para la bola. Cuando tu maestro apruebe tu plan, lleva a cabo tu investigación. ¿Qué tan fuertes deben ser los empujes o tirones para que la bola siga moviéndose? ¿Qué sucede si empujas la bola con mucha fuerza? ¿Y si empujas la bola con mucha suavidad?"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358881308

Link to Current Content:
View Current Content

Current Page Number(s): p. 124

Location: bottom of page

Original Text: New Content

Updated Text: "Planifica una investigación descriptiva de una montaña rusa para una bola de plastilina. Deberás empujar o tirar de la bola tres veces mientras se mueve. Traza una pista para la bola. Cuando tu maestro apruebe tu plan, lleva a cabo tu investigación. ¿Qué tan fuertes deben ser los empujes o tirones para que la bola siga moviéndose? ¿Qué sucede si empujas la bola con mucha fuerza? ¿Y si empujas la bola con mucha suavidad?"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***

ISBN: 9780358841739

Link to Current Content:
View Current Content

Current Page Number(s): pp. 100–103

Location: Actividad práctica, multiple instances

Original Text: New Content

Updated Text: replace "ficha" with "pelota" each place it appears; replace references to “de un escritorio” with “del piso”

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Link to Current Content:
View Current Content

Current Page Number(s): Objetos del cielo (TEKS 2.9) Prueba, p. 3

Location: Item 4, prompt and answer choices A–C

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Original Text: New Content

Updated Text: "Tonya le describe a su amiga Eryn cómo el sol calienta la Tierra. Tonya le muestra a Eryn que sus datos de la temperatura de un lugar soleado del área de juegos son más altos que los de un lugar a la sombra. ¿Qué enunciado explica cómo la ciencia puede ayudar a Eryn en un día caluroso?
A. Eryn sabe que, si necesita refrescarse, puede pararse a la sombra
B. Eryn sabe que, si quiere sentir más calor, puede pararse a la sombra
C. Eryn sabe que no importa el lugar donde se pare porque ella vive en Texas"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358881308

Link to Current Content:
View Current Content

Current Page Number(s): p. 282

Location: image of weather radar over map

Original Text: New Content

Updated Text: "Un meteorólogo hizo este pronóstico. Organizó los datos de una semana usando símbolos."

Image of a weekly weather forecast

"Organiza estos datos de un día usando símbolos en lugar de palabras.
7:00 a. m.: lluvioso
9:00 a. m.: ventoso
1:00 p. m.: soleado
5:00 p. m.: nublado"

[drawing box]

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***

ISBN: 9780358881568

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.10.B, Day 4, new screen before current screen 4

Location: new screen

Original Text: New Content

Updated Text: "Un meteorólogo hizo este pronóstico. Organizó los datos de una semana usando símbolos."

Image of a weekly weather forecast

"Organiza estos datos de un día usando símbolos en lugar de palabras.
7:00 a. m.: lluvioso
9:00 a. m.: ventoso
1:00 p. m.: soleado
5:00 p. m.: nublado"

[drawing box]

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***

ISBN: 9780358881308

Link to Current Content:
View Current Content

Current Page Number(s): p. 409

Location: below Step 4

Original Text: New Content

Updated Text: "Paso 5
Organiza tus datos usando palabras. Compara la flor y la pajilla."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***

ISBN: 9780358881568

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 2.13.A, Day 2, Screen 3

Location: below Step 4

Original Text: New Content

Updated Text: "Paso 5
Organiza tus datos usando palabras. Compara la flor y la pajilla."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***

ISBN: 9780358841739

Link to Current Content:
View Current Content

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***

ISBN: 9780358881650

Current Page Number(s): Grade 2 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 2 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***

ISBN: 9780358841739

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

Publisher: McGraw Hill

Science, (Spanish) Grade 2

Program: *McGraw Hill Ciencias para Texas, Grado 2: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G2 Pacing Guide

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781265997441

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 2

Program: *Dynamic Science (Spanish) 2nd Grade: TEKS*

Component: *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Location: Diagnostic Assessment - Student

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments have added to support assessing student learning.

Component: *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Location: Diagnostic Assessment - Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Diagnotic Assessments Teacher Guide have added to support teachers in assessing student learning.

Component: *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each 2nd Grade TEKS Lesson Guide.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406089

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each 2nd Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each 2nd Grade TEKS.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each 2nd Grade TEKS.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each 2nd Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each 2nd Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each 2nd Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: ***Dynamic Science (Spanish) 2nd Grade***

ISBN: 9781433406096

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 3

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 3: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3*

ISBN: 9780358881667

Current Page Number(s): Grade 3 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 3 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
View Current Content

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

Publisher: McGraw Hill

Science, (Spanish) Grade 3

Program: *McGraw Hill Ciencias para Texas, Grado 3: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G3 Pacing Guide

Component: *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: *McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition*

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: ***McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition***

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: ***McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition***

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: ***McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition***

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: ***McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition***

ISBN: 9781265997861

Location: No current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 3

Program: *Dynamic Science (Spanish) 3rd Grade: TEKS*

Component: *Dynamic Science (Spanish) Third Grade*

ISBN: 9781433406119

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: *Dynamic Science (Spanish) Third Grade*

ISBN: 9781433406119

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science (Spanish) Third Grade*

ISBN: 9781433406119

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: *Dynamic Science (Spanish) Third Grade*

ISBN: 9781433406119

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406102

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406102

Link to Current Content:
View Current Content

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Third Grade TEKS Lesson Guide.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406102

Link to Current Content:
View Current Content

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Third Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Engineering Design Challenge Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Third Grade TEKS.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Engineering Design Challenge Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Third Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Third Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Third Grade***

ISBN: 9781433406119

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Third Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 4

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 4: TEKS*

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***

ISBN: 9780358841753

Link to Current Content:
View Current Content

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4***

ISBN: 9780358881674

Current Page Number(s): Grade 4 Viaje de aprendizaje, all pages (digital-only)

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 4 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

Publisher: McGraw Hill

Science, (Spanish) Grade 4

Program: *McGraw Hill Ciencias para Texas, Grado 4: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: *McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition*

ISBN: 9781265998189

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G4 Pacing Guide

Publisher: Savvas Learning

Science, (Spanish) Grade 4

Program: *Texas Experimenta las Ciencias Grade 4 (Print with digital): TEKS*

Component: *Digital Components*

ISBN: 9781428553866

Current Page Number(s): N/A

Location: Made changes to address TRR Response Carta de la escuela al hogar para este tema

Original Text: New Content

Updated Text: Added new content to all Cartas de la escuela al hogar para este tema to show progression of mastery of the TEKS.

Component: *Digital Components*

ISBN: 9781428553866

Current Page Number(s): N/A

Location: Made changes to address TRR Response Powerpoint presentations

Original Text: New Content

Updated Text: Added new content to presentations to address cross-curricular TEKS standards, as well as scaffolding and learning acceleration in the teacher notes sections.

Component: *Digital Components*

ISBN: 9781428553866

Current Page Number(s): N/A

Location: Made changes to address TRR Response Examen de preparación para el tema

Original Text: New Content

Updated Text: We will create Exámenes de preparación para el tema for each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 6

Location: Made changes to address TRR Response Vistazo previo, Fenómeno de anclaje

Original Text: New Content

Updated Text: (insert) Una solución es un tipo de mezcla en la que un material se disuelve de manera uniforme en otro material, lo que hace que estos materiales ya no sean fáciles de identificar o separar.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 4

Program: *Dynamic Science (Spanish) 4th Grade: TEKS*

Component: *Dynamic Science (Spanish) Fourth Grade*

ISBN: 9781433406133

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Fourth Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: *Dynamic Science (Spanish) Fourth Grade*

ISBN: 9781433406133

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Fourth Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: *Dynamic Science (Spanish) Fourth Grade*

ISBN: 9781433406133

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: *Dynamic Science (Spanish) Fourth Grade*

ISBN: 9781433406133

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: *Dynamic Science (Spanish) Fourth Grade*

ISBN: 9781433406133

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: *Dynamic Science (Spanish) Fourth Grade*

ISBN: 9781433406133

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: *Dynamic Science (Spanish) Fourth Grade*

ISBN: 9781433406133

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: *Dynamic Science (Spanish) Fourth Grade*

ISBN: 9781433406126

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Fourth Grade TEKS Lesson Guide.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406126

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406126

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Fourth Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Fourth Grade TEKS.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Fourth Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: ***Dynamic Science (Spanish) Fourth Grade***

ISBN: 9781433406133

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 5

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

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5***

ISBN: 9780358881599

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 5.6.A, Day 8, Screen 5

Location: Paragraph 1

Original Text: New Content

Updated Text: "Los descubrimientos científicos que hicieron los científicos hace mucho tiempo impactan a la ciencia actual. Hace más de 400 años, los científicos descubrieron que el vidrio podía moldearse para amplificar cosas pequeñas o para que los objetos lejanos parecieran más cercanos. El descubrimiento de esta propiedad del vidrio permitió a los científicos hacer descubrimientos científicos adicionales. Por ejemplo, con ese tipo de lentes hicieron microscopios que podían usarse para ver formas de vida que no sabían que existían. Otro uso de esas lentes permitió a las personas ver la luna y los planetas del sistema solar en mayor detalle. Una de las primeras cosas que pudieron ver fue que Júpiter tenía lunas, así como la Tierra tiene una luna. A lo largo del tiempo, los científicos han mejorado la tecnología utilizada para fabricar lentes y espejos que nos permiten ver objetos muy pequeños y objetos muy lejanos. Los nuevos telescopios usan estos descubrimientos y mejoras para mirar más lejos de lo que alguna vez fue posible."
Short answer interactivity:
Prompt: "Explica cómo el descubrimiento de la fabricación de lentes ha impactado a la ciencia."
Sample Answer: "La fabricación de lentes permitió a los científicos ver cosas que antes no podían, lo que llevó a descubrir

seres vivos diminutos. También permitió a los científicos observar y estudiar el sistema solar y ampliar nuestro conocimiento del universo. Las mejoras en esos sistemas de lentes nos permiten ver más lejos que antes lo que hay en el espacio exterior, donde es probable que hagamos nuevos descubrimientos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***

ISBN: 9780358841760

Link to Current Content:
View Current Content

Current Page Number(s): p. 30

Location: Column 2, above Diferenciación: Reto

Original Text: New Content

Updated Text: "Apoyo para las respuestas de los estudiantes
Explica cómo el descubrimiento de la fabricación de lentes ha impactado a la ciencia. Respuesta de ejemplo: La fabricación de lentes permitió a los científicos ver cosas que antes no podían, lo que llevó a descubrir seres vivos diminutos. También permitió a los científicos observar y estudiar el sistema solar y ampliar nuestro conocimiento del universo. Las mejoras en esos sistemas de lentes nos permiten ver más lejos que antes lo que hay en el espacio exterior, donde es probable que hagamos nuevos descubrimientos."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358881339

Link to Current Content:
View Current Content

Current Page Number(s): p. 201

Location: Paragraph 1, image of Steven Chu, and paragraphs 2–3

Original Text: New Content

Updated Text: Image of Marshall Watson
"El Dr. Marshall Watson es ingeniero en petróleo. Los ingenieros en petróleo buscan maneras de extraer petróleo y gas de diferentes fuentes. Deben conocer muchos campos de la ciencia y ser expertos en las propiedades de la materia, las propiedades de las rocas y las transformaciones de la energía. Para poder extraer petróleo con éxito, los ingenieros en petróleo saben que este tiene una densidad relativa diferente de la del agua, por lo cual flota. También saben que los líquidos pueden moverse entre capas de rocas. Estos conocimientos se aplican para diseñar y mejorar la tecnología que permite hallar combustibles fósiles.
Watson comenzó su carrera en 1981 como experto en ingeniería de yacimientos. La ingeniería de yacimientos es la parte de la ingeniería en petróleo que se enfoca en cómo extraer el petróleo sin que nada se pierda en las rocas de los alrededores. El trabajo de Watson lo llevó a recorrer los Estados Unidos planificando nuevos sitios de extraccion y mejorando la eficiencia de los sitios existentes.
Después de 30 años de trabajo de campo, Watson regresó a la universidad. Hizo su doctorado en Ingeniería en petróleo en la Universidad Texas Tech, en 2008. Ahora, Watson usa sus amplios conocimientos para ayudar a otros ingenieros en petroleo. Tiene dos patentes de inventos que sirven para perforar el suelo y hallar nuevas fuentes de gas natural. Su invento de perforación horizontal usa chorros de agua de gran potencia y permite que las empresas petroleras lleguen a fuentes de energía a las que no podrían llegar solamente con un método de perforación vertical tradicional. Su invento de fracturación hidráulica también usa agua. El agua rompe la roca subterránea para que se pueda llegar al petróleo. Cada uno de estos inventos se basó en un trabajo científico previo para llegar a bolsones de petróleo más profundos y más difíciles de acceder.
Desde 2013, Watson es profesor en la Universidad Texas Tech. También es jefe del Departamento de Ingeniería en

Petróleo Bob L. Herd y expresidente de la Sociedad de Ingenieros de Evaluación del Petróleo, donde fue mentor de otros. Bajo el liderazgo de Watson, el Centro Tecnológico del Campo Petrolero, Oilfield Technology Center, que se encuentra en el Campus Este de la Universidad Texas Tech, se convirtió en el principal lugar para la investigación de petróleo del país. En 2023, expandieron las instalaciones para incluir una plataforma petrolífera completa y en funcionamiento que los estudiantes pueden usar para aprender. Los estudiantes pueden hacer modelos de los cambios en los sistemas para que la extracción de petróleo sea más eficiente y potencialmente más barata."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358881339

Link to Current Content:
View Current Content

Current Page Number(s): p. 202

Location: Paragraph 1, image of Steven Chu working, and paragraphs 2–4

Original Text: New Content

Updated Text: Image of Steven Chu
"El Dr. Steven Chu es físico. Los físicos son científicos que estudian la materia, la energía y el movimiento. También estudian cómo pueden usarse estas fuerzas para sustentar cosas que hacemos y necesitamos todos los días, como la energía. Los físicos analizan y reúnen datos, realizan estudios y llevan a cabo simulaciones para comprender mejor cómo funcionan las cosas.

Chu obtuvo su doctorado en Física en la Universidad de California en Berkeley, en 1976. Junto con otros colegas, estudió cómo enfriar y atrapar partículas diminutas con rayos láser. Ganó el Premio Nobel de Física en 1997 por este descubrimiento.

Chu fue el 12.º Secretario de Energía de los Estados Unidos de 2009 a 2013. Fue el primer estadounidense de origen asiático en ocupar ese cargo. El Secretario de Energía de los Estados Unidos es el máximo responsable del Departamento de Energía del país.

Chu desea que se lleven a cabo más investigaciones científicas para el beneficio de nuestra sociedad, que va cambiando rápidamente. Por ejemplo, investigaciones sobre energías renovables, energía nuclear y hasta materiales de construcción alternativos. Los costos de almacenamiento y desarrollo de la energía son muy altos, por lo que se necesita investigar e invertir para que las fuentes de energía renovable o nuclear sean más accesibles para todos los países. Chu está a favor de soluciones de construcción inteligente; por ejemplo, usar más madera al edificar. Las construcciones hechas de madera son resistentes y seguras, y la madera se puede reponer más rápido que los materiales de construcción tradicionales.

Chu usa el ejemplo de las mejoras de las baterías a lo largo del tiempo. ¿Alguna vez intentaste usar una batería muy vieja en una consola de juegos portátil? ¡Lo más probable es que haya funcionado durante unos minutos hasta que la pantalla se apagó! Ni siquiera las baterías de hace 10 años pueden hacer funcionar por mucho tiempo un juguete electrónico avanzado de los que existen hoy en día. Las primeras baterías usaban materiales menos eficientes y era más costoso fabricarlas. A partir de las investigaciones de otras personas, los científicos hicieron mejoras progresivas probando materiales nuevos, como el litio. Ahora, las baterías son más confiables y baratas para todos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***

ISBN: 9780358841760

Link to Current Content:
View Current Content

Current Page Number(s): p. 162

Location: Column 1, Apoyo para las respuestas de los estudiantes and image of Steven Chu working and all of column 2

Original Text: New Content

Updated Text: "Apoyo para las respuestas de los estudiantes
¿Qué tipo de cosas estudiaría un ingeniero en petróleo? B. maneras de llegar a una reserva de gas natural en las profundidades del suelo, C. la mejor ubicación para una plataforma petrolífera en el océano
¿Qué tipo de cosas estudiaría un físico? A. transformaciones de la energía en un parque de atracciones, D. las partículas más diminutas de materia

Apoyo para las respuestas de los estudiantes
¿Cómo afectan a la ciencia los descubrimientos científicos, como las mejoras en la tecnología de la energía? Proporciona evidencias en tu respuesta. Ejemplo de respuesta: La ciencia se basa en los descubrimientos. Mis evidencias son las mejoras de las baterías a lo largo del tiempo. Los científicos hicieron descubrimientos progresivos, y las baterías se volvieron más pequeñas y potentes.

Los estudiantes como científicos
Recuerde a los estudiantes que reflexionar sobre los resultados de un experimento o investigación es una práctica científica. Basándose en lo que han aprendido sobre las tecnologías de la energía, ¿cuáles podrían ser nuestras fuentes y usos de energía en el año 2100?"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358881339

Link to Current Content:
View Current Content

Current Page Number(s): p. 203

Location: Sentence 1, Multiple Choice question, and Short Answer question

Original Text: New Content

Updated Text: "Usa lo que sabes sobre el trabajo de Watson y Chu para responder las siguientes preguntas.

¿Qué tipo de cosas estudiaría un ingeniero en petróleo? Elige todas las opciones que correspondan.
A. maneras de que el acero sea más resistente para la construcción
B. maneras de llegar a una reserva de gas natural en las profundidades del suelo
C. la mejor ubicación para una plataforma petrolífera en el océano
D. la mejor ubicación para buscar fósiles en el desierto

¿Qué tipo de cosas estudiaría un físico? Elige todas las opciones que correspondan.
A. transformaciones de la energía en un parque de atracciones
B. patrones del estado del tiempo en Utah
C. un cometa del sistema solar
D. las partículas más diminutas de materia

¿Cómo afectan a la ciencia los descubrimientos científicos, como las mejoras en la tecnología de la energía? Proporciona evidencias en tu respuesta."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5***

ISBN: 9780358881599

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 4

Location: Sentence 1, Multiple Choice interactivity, and Short Answer interactivity

Original Text: New Content

Updated Text: "Usa lo que sabes sobre el trabajo de Watson y Chu para responder las siguientes preguntas.

¿Qué tipo de cosas estudiaría un ingeniero en petróleo? Elige todas las opciones que correspondan.
A. maneras de que el acero sea más resistente para la construcción
B. maneras de llegar a una reserva de gas natural en las profundidades del suelo
C. la mejor ubicación para una plataforma petrolífera en el océano
D. la mejor ubicación para buscar fósiles en el desierto

¿Qué tipo de cosas estudiaría un físico? Elige todas las opciones que correspondan.
A. transformaciones de la energía en un parque de atracciones
B. patrones del estado del tiempo en Utah
C. un cometa del sistema solar
D. las partículas más diminutas de materia

¿Cómo afectan a la ciencia los descubrimientos científicos, como las mejoras en la tecnología de la energía? Proporciona evidencias en tu respuesta."
Sample answer: "La ciencia se basa en los descubrimientos. Mis evidencias son las mejoras de las baterías a lo largo del tiempo. Los científicos hicieron descubrimientos progresivos, y las baterías se volvieron más pequeñas y potentes."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5***

ISBN: 9780358881599

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 2

Location: Paragraphs 1–3 and image of Steven Chu

Original Text: New Content

Updated Text: Image of Marshall Watson
"El Dr. Marshall Watson es ingeniero en petróleo. Los ingenieros en petróleo buscan maneras de extraer petróleo y gas de diferentes fuentes. Deben conocer muchos campos de la ciencia y ser expertos en las propiedades de la materia, las propiedades de las rocas y las transformaciones de la energía. Para poder extraer petróleo con éxito, los ingenieros en petróleo saben que este tiene una densidad relativa diferente de la del agua, por lo cual flota. También saben que los líquidos pueden moverse entre capas de rocas. Estos conocimientos se aplican para diseñar y mejorar la tecnología que permite hallar combustibles fósiles.
Watson comenzó su carrera en 1981 como experto en ingeniería de yacimientos. La ingeniería de yacimientos es la parte de la ingeniería en petróleo que se enfoca en cómo extraer el petróleo sin que nada se pierda en las rocas de los alrededores. El trabajo de Watson lo llevó a recorrer los Estados Unidos planificando nuevos sitios de extraccion y mejorando la eficiencia de los sitios existentes."
Image of shale oil rig
"Después de 30 años de trabajo de campo, Watson regresó a la universidad. Hizo su doctorado en Ingeniería en petróleo en la Universidad Texas Tech, en 2008. Ahora, Watson usa sus amplios conocimientos para ayudar a otros ingenieros en petroleo. Tiene dos patentes de inventos que sirven para perforar el suelo y hallar nuevas fuentes de gas natural. Su

invento de perforación horizontal usa chorros de agua de gran potencia y permite que las empresas petroleras lleguen a fuentes de energía a las que no podrían llegar solamente con un método de perforación vertical tradicional. Su invento de fracturación hidráulica también usa agua. El agua rompe la roca subterránea para que se pueda llegar al petróleo. Cada uno de estos inventos se basó en un trabajo científico previo para llegar a bolsones de petróleo más profundos y más difíciles de acceder.
Desde 2013, Watson es profesor en la Universidad Texas Tech. También es jefe del Departamento de Ingeniería en Petróleo Bob L. Herd y expresidente de la Sociedad de Ingenieros de Evaluación del Petróleo, donde fue mentor de otros. Bajo el liderazgo de Watson, el Centro Tecnológico del Campo Petrolero, Oilfield Technology Center, que se encuentra en el Campus Este de la Universidad Texas Tech, se convirtió en el principal lugar para la investigación de petróleo del país. En 2023, expandieron las instalaciones para incluir una plataforma petrolífera completa y en funcionamiento que los estudiantes pueden usar para aprender. Los estudiantes pueden hacer modelos de los cambios en los sistemas para que la extracción de petróleo sea más eficiente y potencialmente más barata."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5***

ISBN: 9780358881599

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 5.8.A, Day 6, Screen 3

Location: Paragraphs 1–4 and image of Steven Chu working

Original Text: New Content

Updated Text: Image of Steven Chu
"El Dr. Steven Chu es físico. Los físicos son científicos que estudian la materia, la energía y el movimiento. También estudian cómo pueden usarse estas fuerzas para sustentar cosas que hacemos y necesitamos todos los días, como la energía. Los físicos analizan y reúnen datos, realizan estudios y llevan a cabo simulaciones para comprender mejor cómo funcionan las cosas.

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Image of Chu working
"Chu desea que se lleven a cabo más investigaciones científicas para el beneficio de nuestra sociedad, que va cambiando rápidamente. Por ejemplo, investigaciones sobre energías renovables, energía nuclear y hasta materiales de construcción alternativos. Los costos de almacenamiento y desarrollo de la energía son muy altos, por lo que se necesita investigar e invertir para que las fuentes de energía renovable o nuclear sean más accesibles para todos los países. Chu está a favor de soluciones de construcción inteligente; por ejemplo, usar más madera al edificar. Las construcciones hechas de madera son resistentes y seguras, y la madera se puede reponer más rápido que los materiales de construcción tradicionales.

Chu usa el ejemplo de las mejoras de las baterías a lo largo del tiempo. ¿Alguna vez intentaste usar una batería muy vieja en una consola de juegos portátil? ¡Lo más probable es que haya funcionado durante unos minutos hasta que la pantalla se apagó! Ni siquiera las baterías de hace 10 años pueden hacer funcionar por mucho tiempo un juguete electrónico avanzado de los que existen hoy en día. Las primeras baterías usaban materiales menos eficientes y era más costoso

fabricarlas. A partir de las investigaciones de otras personas, los científicos hicieron mejoras progresivas probando materiales nuevos, como el litio. Ahora, las baterías son más confiables y baratas para todos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***

ISBN: 9780358841760

Link to Current Content:
View Current Content

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 5***

ISBN: 9780358881681

Current Page Number(s): Grade 5 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The “Viaje de aprendizaje” for Grade 5 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***

ISBN: 9780358841760

Current Page Number(s): new p. T29

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5***

ISBN: 9780358881339

Link to Current Content:
View Current Content

Current Page Number(s): p. 43

Location: Paragraph 2, below write-on lines

Original Text: New Content

Updated Text: "Los descubrimientos científicos que hicieron los científicos hace mucho tiempo impactan a la ciencia actual. Hace más de 400 años, los científicos descubrieron que el vidrio podía moldearse para amplificar cosas pequeñas o para que los objetos lejanos parecieran más cercanos. El descubrimiento de esta propiedad del vidrio permitió a los científicos hacer descubrimientos científicos adicionales. Por ejemplo, con ese tipo de lentes hicieron microscopios que podían usarse para ver formas de vida que no sabían que existían. Otro uso de esas lentes permitió a las personas ver la

luna y los planetas del sistema solar en mayor detalle. Una de las primeras cosas que pudieron ver fue que Júpiter tenía lunas, así como la Tierra tiene una luna. A lo largo del tiempo, los científicos han mejorado la tecnología utilizada para fabricar lentes y espejos que nos permiten ver objetos muy pequeños y objetos muy lejanos. Los nuevos telescopios usan estos descubrimientos y mejoras para mirar más lejos de lo que alguna vez fue posible.
Explica cómo el descubrimiento de la fabricación de lentes ha impactado a la ciencia."

Publisher: McGraw Hill

Science, (Spanish) Grade 5

Program: *McGraw Hill Ciencias para Texas, Grado 5: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Transferable and Nontransferable Skills

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Understanding Language Deviations

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: G5 Pacing Guide

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Assessment Administration Guide

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: K-5 Communicating with Caregivers Guide

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Improving Literacy for English Learners

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Language Transfers Handbook

Component: *McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition*

ISBN: 9781265999070

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: Planning for Flexible Grouping in a 5-E Instructional Model

Publisher: Savvas Learning

Science, (Spanish) Grade 5

Program: *Texas Experimenta las Ciencias Grade 5 (Print with digital): TEKS*

Component: *Digital Components*

ISBN: 9781428553873

Current Page Number(s): N/A

Location: New content to address TRR response, current content does not exist.

Original Text: New Content

Updated Text: Added a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Digital Components*

ISBN: 9781428553873

Current Page Number(s): N/A

Location: New content to address TRR response, current content does not exist.Carta de la escuela al hogar para este tema

Original Text: New Content

Updated Text: Added new content to all Cartas de la escuela al hogar para este tema to show progression of mastery of the TEKS.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 5

Program: *Dynamic Science (Spanish) 5th Grade: TEKS*

Component: *Dynamic Science (Spanish) Fifth Grade*

ISBN: 9781433406805

Location: Lesson Guide - Learning Activities

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Learning Activities found within the Lesson Guide for each Fifth Grade TEKS were made more explicit with stars denoting suggested investigations/activities to support student learning and understanding of a concept, due to possible time constraints.

Component: *Dynamic Science (Spanish) Fifth Grade*

ISBN: 9781433406805

Location: Lesson Guide - Investigative Phenomenon

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, phenomenon has been added in the engage portion of the Lesson Guide. Students are asked to figure out the presented phenonmenon by engaging the activities and investigations found in the Investigate and Learn section of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Grade-Level Concept Connections

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, the Grade-Level Concept Connections section has been added to the Lesson Guide for each Fifth Grade TEKS. This provides the TEKS within the current grade level that relate to and/or extend the TEKS of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Teaching Note

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Teaching Notes have been integrated as a part of the Lesson Guide for each Fifth Grade TEKS. The Teaching Note provides just in time information to support the teacher with specific instructional practices for the specific content.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Claim, Evidence, Reasoning

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a Claim, Evidence, and Reasoning framework has been added to support students in deeping and making sense of science content knowledge.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Check for Understanding

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Check for Understanding portion of the Lesson Guides have been re-written to provide deeper questioning, possible student responses, and science content.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Assessments 1 and 2 - Evaluate Section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Formative Assessments 1 and 2 have been renamed to Assessments 1 and 2.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Grouping Suggestions

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, grouping suggestions have been added to Lesson Guide components - Engage, Investigate and Learn, Apply and Extend, Phenomenon, and Performance Task.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Investigate and Learn and Apply and Extend

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the Investigate and Learn and Apply and Extend sections now includes multiple student hands-on investigations and activities.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Focused SEPs and RTCs

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Focused SEPs and RTCs are provided on each Fifth Grade TEKS Lesson Guide.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406140

Location: Home Connection Letters

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, a communication to send home at the beginning of each lesson has been created explaining what students will be learning and/or how to support students at home with the new materials.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Phenomenon Sensemaking Guide -

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Guide has been added that provides a guide for student to figure out and make sense of the phenomenon through the investigations found in the Phenomenon and Engage sections of the Lesson Guide.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406140

Location: K-12 Vertical Alignment Framework

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the K-12 Vertical Alignment Framework was developed.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Phenomenon Sensemaking Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Phenomenon Sensemaking Teacher Guide has been added that provides a guide for teachers to support student in figuring out and making sense of the phenomenon.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406140

Location: TEKS-SEPs-RTCs Crosswalk

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, the TEKS-SEPs-RTCs Crosswalk was developed to show integration of TEKS, SEPs, and RTCs with the curriculum.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Vertical Alignment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, a Vertical Alignment section has been added to the Lesson Guide for each Fifth Grade TEKS. This provides the TEKS for past and future learning as an explanation of how the content builds in future grade levels or what students learned in previous grade levels.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406140

Location: Learning Targets

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR Feedback, Grade Level Learning Targets were developed to support instruction towards mastery of the concept.
The Learning Targets shows if the concept is introduced at the grade level or if the concept has been introduced in a previous grade(s) and being further developed.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Performance Task

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Tasks have been added to the Lesson Guide for each Fifth Grade TEKS.

Component: ***Dynamic Science (Spanish) Fifth Grade***

ISBN: 9781433406805

Location: Lesson Guide - Performance Task Teacher Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Based on TRR feedback, Performance Task Teacher Guides have been added to the Lesson Guide for each Second Grade TEKS.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 6

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 6: TEKS*

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6***

ISBN: 9780358881698

Current Page Number(s): Grade 6 Viaje de aprendizaje, all pages (digital-only)

Location: new full document

Original Text: New Content

Updated Text: The "Viaje de aprendizaje" for Grade 6 describes the horizontal alignment and how science concepts build over time across the grade level.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***

ISBN: 9780358841777

Current Page Number(s): new p. T31

Location: full page

Original Text: New Content

Updated Text: The page of "Recursos adicionales para el maestro" is a hyperlinked list of resources provided in a digital format including, but not limited to, the "Plan de estudio", "Viaje de aprendizaje", "Cartas para la casa", and "Glosario multilingüe".

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***

ISBN: 9780358841777

Link to Current Content:
View Current Content

Current Page Number(s): Cover

Location: Cover and interior references

Original Text: New Content

Updated Text: To "Guía para maestros"

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 6

Program: *Dynamic Science (Spanish) 6th Grade: TEKS*

Component: ***Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Teacher Resources - Teacher's Guide - Claim, Evidence, Reasoning Model

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a CER Model graphic organizer and sample for teachers as a result of TRR guidance

Component: ***Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Teacher Resources - Teacher's Guide - Questioning Strategies

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: As a result of TRR guidance, added a questioning guide to assist teachers with questioning techniques to deepen understanding

Component: ***Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Teacher Resources - Teacher's Guide - Teaching with Phenomena

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: As a result of TRR guidance, added a teacher reference document to assist with phenomena-based instruction

Component: ***Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Lesson Guide - Engage section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a phenomenon and phenomenon teacher's guide to every lesson guide as a result of TRR guidance.

Component: ***Dynamic Science (Spanish) 6th Grade***

ISBN: 9781433407291

Location: Lesson Guide - Engage section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added a phenomenon sensemaking guide (graphic organizer) for students to use in each TEKS as a result of TRR guidance

Publisher: BIOZONE Corporation

Biology

Program: *Biology for Texas: TEKS*

Component: ***Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 8

Location: whole of page 8

Link to Updated Content:

View Updated Content

Original Text: n/a

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG49

Location: Activity 123

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG2

Location: Table of contents

Original Text: n/a

Updated Text: Making Connections Template

Information for Caregivers

Information for Students

Assessment Rubric Template

Lesson Plan Checklist

Lesson Planner

Progress Tracker Templates

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG51

Location: Activity 133

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG2

Location: paragraphs at bottom of page

Original Text: n/a

Updated Text: The suggested scope and sequence order of the concepts taught follows the structure of the worktext, with consideration given to building from cellular level in chapter 1 to the interconnected ecosystem level in chapter 9. Concepts covered earlier in the course are designed to be built upon, and incorporated, as the biological systems expand.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG52

Location: Activity 137

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG58

Location: Activities 157-159

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology For Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG15

Location: third paragraph

Original Text: n/a

Updated Text: Printable Student Progress Tracker templates are available at the back of this guide (IG106-117), and can be used for students to record their progress, as a supplement or alternative to the digital program.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG53

Location: Activity 140

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG59

Location: Activity 162

Original Text: n/a

Updated Text: For the research project, digital collaboration could involve a shared class Google Doc or TEAMs WORD Doc to start or continue their research together. This would allow inclusion for students who work at home to still be able to collaborate with others.

Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct.

It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

Component: ***Biology for NGSS - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG85

Location: Activity 178

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG19

Location: Activity 1

Original Text: n/a

Updated Text: Prior knowledge: Extensive unpacking of this area of knowledge can be assisted by using the Best Evidence Science Teaching Resource package located in the activity section of the Resource Hub. Diagnostic questions, expected responses, researched evidence and follow on activities are all included.

For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG54

Location: Activity 145

Original Text: n/a

Updated Text: Digital collaboration could involve a shared class Google Doc or TEAMs WORD Doc, where students add their own data to a class set - this would also be useful for students who are away and need access to the data, as well as students working from home so they can participate.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG61

Location: Activity 166

Original Text: n/a

Updated Text: Literacy: This activity is information rich, and can be unpacked by allowing students to interact in small groups or pairs and ask each other specific questions about the material to elicit further understanding. Teachers can place key ‘question starter terms’, such as what, who, when, where, how, and why on the board and verbally instruct the students on a method to select a question starter, whether random or methodically, how to construct questions, how to alternate questioning and answering, and then provide a few verbal examples of possible questions. Additionally, the teacher can add ‘second level question starter terms’ such as, is/was, would, can/could, will, might, and should, and instruct some or all students to also incorporate one of these terms into their question.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG63

Location: Activity 174

Original Text: n/a

Updated Text: For digital collaboration, students can use a shared Google Doc or TEAMS WORD Doc to create a shared class timeline of the geologic timescale. Individuals or groups can be assigned different time periods to become 'experts' in and then paste their key findings onto one class shared digital document.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG93 - IG99

Location: all of pages 93-99

Original Text: n/a

Updated Text: This is an explanation rather than a copy of the text: We added a whole new set of pages with text and diagrams on 'making connections', i.e. concept maps.
These were added in response to TRR review.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG19

Location: Activity 3

Original Text: n/a

Updated Text: For digital collaboration, students can use a shared Google Doc or TEAMS WORD Doc to start or continue their research together. The groups then can paste their key points onto one class shared digital document.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG55

Location: Activity 147

Original Text: n/a

Updated Text: Digital collaboration could involve a shared class Google Doc or TEAMs WORD Doc, where students add their own data to a class set - this would also be useful for students who are away and need access to the data, as well as students working from home so they can participate.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG56

Location: Activity 152

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG64

Location: Activity 178

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Current Page Number(s): IG100

Location: whole page

Original Text: n/a

Updated Text: Information for Caregivers - Biology for Texas

Dear Parents and Caregivers, Our Biology class will be using BIOZONE's Biology for Texas this year. The purpose of this letter is to provide information about where to access guidance resources to reinforce student learning and development at home.

A strong partnership between home and school is a vital component to supporting learning, and adds value to your learners' progress throughout the course. Caregivers are encouraged to support their learners by being informed of the course material, including components available in the Resource Hub (see below).

Resources for Caregivers - A full digital online flipbook copy of the book can be found in the "Homelink" section of the BIOZONE Resource Hub

Also provided in Homelink is: A downloadable "User Guide for Caregivers". This guide will walk you through the key features of the book and associated components of the learning program. A link to the Texas Essential Knowledge and Skills (TEKS), the official TEA academic standards for this Biology course. A link to the TEA STEM (science, technology, engineering, mathematics) Family Companion Guide (in both English and Spanish) that provides valuable guidance on talking to your teenager about the subject, encouraging engagement, and suggestions for learning outside the classroom. Additional useful links include a parent's guide to success in science, keeping teens engaged in science, and encouraging teen girls to pursue science.

Information about the teaching programme.

Further details about the learning program can be found in the "Teacher Support" section of the Resource Hub. This can be accessed from the tab on the left-hand side of the screen.

Included in the downloadable Biology for Texas Implementation Guide is the:

Scope and Sequence Guide and Pacing Guide, noting that the class will most likely have a modified version to best suit the specific needs of the learners.

Lesson Implementation Guide, that provides extended teaching suggestions corresponding to each activity in the book, including Homelinks, "suggestions where links can be made with the student's home and the appropriate lesson in class.

Please feel free to contact the School or Biology classroom teacher if you would like further information about BIOZONE's Biology for Texas in addition to that provided above.

Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary*

ISBN: 9781991014177

Current Page Number(s): IG25

Location: activities 28-31

Original Text: n/a

Updated Text: For digital collaboration in the literature search for activity 28 and the viral disease case study in activity 31, students can use a shared Google Doc or TEAMS WORD Doc to start or continue their research together. The groups then can paste their key points onto one class shared digital document to keep a record of their pooled knowledge. Prior to this, a small activity where groups are placed together to discuss particular roles in the group are decided could be useful. In subsequent group activities, where students are working digitally, the role of leadership can be passed onto other students.

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG65

Location: Activity 179

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG101

Location: IG101

Original Text: n/a

Updated Text: Information for Students - Biology for Texas

Biology students,

Our Biology class will be using BIOZONE's Biology for Texas this year. The purpose of this letter is to provide information about where to access resources to reinforce your learning.

You are encouraged to explore all of the course material, including components available in the Resource Hub that you can use to supplement the worktext, such as videos, interactives, and links (see below for how to access). Additionally, your

paper copy of the worktext has information on how to best use the program, located at the front in the introductory section.

Digital Copy of the Worktext

If you require access to Biology for Texas, but do not have your paper copy, a full digital online flipbook can be found in the "Homelink" section of the BIOZONE Resource Hub. www.biozonehub.com then enter the code TXB1-4054 or scan the QR code.

Additional Resources

Further details about the learning program can be found in the "Teacher Support" section of the Resource Hub. This can be accessed from the tab on the left-hand side of the screen. Included in the downloadble Biology for Texas Implementation Guide is the: • Scope and Sequence Guide and Pacing Guide, noting that your class will likely have a modified version, adapted to best suit the specific needs of your school and Biology class. • Lesson Implementation guide, that provides detailed suggestions and information corresponding to each activity in the worktext, including Homelinks, "suggestions where links can be made with the student's home and the appropriate lesson in class". This information can be used to assist independent learning or at-home learning, and prompt you to give suggestions to the teacher for further Homelinks ideas. • Data Analysis guide, that explains how to download and use the digital STUDENT: Student Progress Tracker to record and monitor your progress against the TEKS informed Learning Outcomes as you work through activities. Printable Student Progress Tracker templates available at the back of the Implementation Guide (IG106-117) can be used as a supplement or alternative to the digital program. These tools allow you to understand which areas will

need further revision, or may prompt you to explore extension ideas listed in the Lesson Implementation guide. • Making Connections Templates can be printed out, and used independently in class, for homework, or revision, to identify connections between the concepts and the TEKS covered in the activities. Please feel free to contact your Biology classroom teacher if you would like further information about BIOZONE's Biology for Texas, in addition to that provided above.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG26

Location: Activity 32

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG66

Location: Activity 182

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide***

ISBN: 9781991014177

Current Page Number(s): IG102-IG103

Location: whole of page 102 and 103

Original Text: n/a

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG26

Location: Activity 33

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct.

It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG69

Location: Activity 192

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG104-IG105

Location: whole of pages 104-105

Original Text: n/a

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG27

Location: Activity 35

Original Text: n/a

Updated Text: Prior knowledge: Extensive unpacking of this area of knowledge can be assisted by using the Best Evidence Science Teaching Resource package located in the activity section of the Resource Hub. Diagnostic questions, expected responses, researched evidence and follow on activities are all included.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG72

Location: Activity 200

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have

digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

Component: ***Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 1

Location: whole page

Link to Updated Content:

View Updated Content

Original Text: n/a

Updated Text: Contents

Unpacking the chapters /Unpacking the activities /Practical investigations /Digital support /Glossary /Student assessment /Digital data analysis

This User Guide for Caregivers outlines key features integrated into BIOZONE's Biology for Texas. User Guide For Caregivers ► Multiple opportunities are provided for your child to investigate, apply knowledge, and then to demonstrate mastery across all of the Biology TEKS. ► Engaging, current, and relevant phenomena and case studies are extensively embedded, to develop deeper understanding of the concepts, prompt questioning, and encourage learning. ► The unique format of the worktext, a combined textbook and workbook, allows your child to personalize, respond, and interact directly with the stimulus material. ► The scale of the biology concepts deliberately builds from the small, cellular world, through to the expansive ecological system, allowing for scaffolded knowledge to be built upon, while applying prior knowledge. ► BIOZONE's Biology for Texas is much more than just a book! Some of the features that support your child include: • Curated digital resources, such as 3D models, videos, interactive programs and more, to enhance the learning experience. • Learning outcomes linked to TEKS, allowing for mastery of High School Biology in a way that is logical and accessable • Digital student progress tracking tools, so your child can clearly visualize their progression throughout the course and identify areas needing further revision or coverage. • English Language Proficiency support, including easy-to-follow learning suggestions, and a Spanish- English glossary of important terms. Head to https://biozone.com/us/texas/ to find out how your son or daughter can begin your journey with this exciting new way of learning.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG28

Location: Activities 39-40

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG31

Location: Activity 50

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG73

Location: Activities 200-204

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 2-3

Location: whole of pages 2-3

Link to Updated Content:

View Updated Content

Original Text: n/a

Component: ***Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 4

Location: whole of page 4

Link to Updated Content:

View Updated Content

Original Text: n/a

Updated Text: Unpacking the Activities

The activity pages have been carefully designed to provide high quality information in an easily accessible format. They include a number of features designed to engage, and help your child unpack and understand the information. Features include: ► Short blocks of text so that your child does not feel overwhelmed with too much reading. ► High quality, informative graphics. ► Links to 3D models (following page). These provide another dimension to your child's

engagement and learning. ► Question and answer sections allow your child to demonstrate their understanding of the content. By having the stimulus material and their answers in one place, your child can easily revise for assessments. ► The tab system identifies when there is support material on the Resource Hub. Tabs also identify the applicable TEKS (see following page).

Understanding the Tab System

The blue TEKS tabs use picture codes to identify the scientific and engineering practices TEKS relevant to the activity, B.1 - B.4 from left to right, below. These are detailed in the introduction to each chapter, and linked to appropriate activities. The red TEKS tabs indicate the Science Concepts TEKS covered in the activity. These are detailed in the introduction to each chapter. The gray hub tab indicates that the activity has online support via the BIOZONE RESOURCE HUB. This may include videos, animations, articles, 3D models, and computer models. The TEKS code refers specifically to the Science Concept TEKS covered in the activity.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG32

Location: activity 52

Original Text: n/a

Updated Text: For students, where English is a second language, it is recommended that they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, so they can easily interpret newly encountered words, especially those in this activity that they are unlikely to have used in everyday conversation.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG77

Location: Activity 217

Original Text: n/a

Updated Text: For digital collaboration, students can use a shared Google Doc or TEAMS WORD Doc to start or continue their research together. The groups can then paste their key points onto one class shared digital document.

Component: ***Biology for Texas - User Guice for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 5

Location: whole of page 5

Link to Updated Content:

View Updated Content

Original Text: n/a

Updated Text: Practical investigations

Throughout Biology for Texas, your child is given opportunities to explore through investigations. These are opportunities for your child to develop competency in laboratory procedures, to practice and refine skills in observation and analysis, and to manipulate data. Some investigations act as stimulus material, while others require your child to take what they

have already learned and apply their knowledge to a more complex scenario. Investigations can take several forms, including paper practicals, modeling activities, and wet lab experiments. The investigations provide an excellent opportunity for collaborative work and will stimulate discussion and the sharing of ideas. Students of different abilities may be sometimes paired for investigations, so that confident students can guide and encourage less able students and, in this relaxed environment, striving students will be encouraged to share their own observations and thoughts. Collaboration through paired practical work provides an excellent opportunity for English language learners to interact in meaningful ways to extend their English language and scientific vocabulary.

Hazards and required PPE (where applicable) are clearly identified on the investigation.

Each investigation is clearly numbered sequentially through the chapter. No kits are required for the investigations. The investigations have been designed using everyday materials and equipment easily found in most high school laboratories. A list of the equipment and chemicals required for each investigation is provided in the back of the book to assist with preparation. Many non-laboratory investigations can be adapted so students are able to carry them out at home, if needed. Where applicable, the investigations provide your child, and their teacher, with health and safety information at the start of the investigation. Prior to the investigation, your child's teacher will: ▶ Ensure the students read through the procedure fully before beginning the investigation. ▶ Highlight any hazardous steps or important steps where extra care may be required. ▶ Ensure students have all the equipment assembled and know if there are pinch points in the process. If necessary, have the groups allocate specific people to steps, e.g. timing, collecting samples, recording data or observations etc.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG37

Location: activity 68

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct. It is also recommended for assessments, where English is a second language for students, it is an equitable advantage they have digital access to a translation app, such as https://translate.google.com/ on their devices or a small hand-held digital translator, to allow them the fairest opportunity for success.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG84

Location: n/a

Original Text: n/a

Updated Text: To enable digital collaboration in the class, so groups can share and discuss their results, a shared Google Doc or TEAMS WORD Doc can be created. The groups can then paste screenshots of their results onto one class shared digital document. This would also enable students who are working from home, to participate in the whole class activity.

Component: ***Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 6

Location: whole of page 6

Link to Updated Content:

View Updated Content

Original Text: n/a

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG46

Location: Activity 114

Original Text: n/a

Updated Text: Scaffolding: Teachers may wish to make a differentiated selection of questions, for example just the multi-choice questions, to assign to some groups of students - especially if they have already reached the standard of the TEKS informed Learning Outcomes elsewhere in the chapter. Conversely, students who have yet to reach a sufficient standard of achievement in some TEKS, may use the summative assessment to obtain this standard - and record this in the Student Progress tracker. Teachers may wish to assign a marking schedule to this assessment, where a particular grade (approaching, proficient, mastery) can be awarded based on the proportion of questions that are correct.

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG84

Location: Activity 240

Original Text: n/a

Updated Text: For digital collaboration, students can use a shared Google Doc or TEAMS WORD Doc to develop their debating points. This would allow students at home to participate.

Component: ***Biology for Texas - User Guide for Caregivers. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): 7

Location: whole of page 7

Link to Updated Content:

View Updated Content

Original Text: n/a

Component: ***Biology for Texas - Implementation Guide. Downloadable Ancillary***

ISBN: 9781991014177

Current Page Number(s): IG48

Location: Activity 119

Original Text: n/a

Updated Text: For digital collaboration with the timeline, students can use a shared Google Doc or TEAMS WORD Doc to start or continue their research together. The groups then can paste their key points onto one class shared digital document to keep a record of their pooled knowledge.

Publisher: Discovery Education Inc

Biology

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

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1e6ae91-33bf-40f5-947b-2807c638ba3b

Location: Unit 7 > Concept 1 > Lesson 12 > Reading Passage

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Publisher: McGraw Hill

Biology

Program: *McGraw Hill Texas Biology: TEKS*

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9781265769291

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Science and Engineering Practice Handbook

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9781265769291

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Assessment Administrators Guide High School

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9781265769291

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Biology Assessment Guide TEKS_9_10_11

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9781265769291

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

Publisher: Summit K12 Holdings

Biology

Program: *Dynamic Biology: TEKS*

Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide B.5A

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: "Spiraled Practice and Review Activities to Support Instruction" has been added to each lesson guide. [Details are specific for each Lesson Guide]

Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide B.13CActivity: Engineering Design: Air Pollution Monitor

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Teacher Notes:
Encourage students to define and clarify the problem based on observations they have made during the school year or by providing a video or images of the city they live in. Group students and allow them to develop questions based on their observations, facilitate a discussion amongst them to probe students' understanding, and challenge them to identify the core concepts of ecosystem stability.
Brainstorm with students the monitor's design, constraints, challenges, advantages, amount of time needed to build and test and allow them to make a material list of their own.
For any students struggling with construction or looking for additional information, provide time for online research.

Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide B.6CActivity Curing Cancer

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Teacher Note:
• Show students an image or video of a normal cell undergoing cell division compared to that of a cancerous cell and allow students to make observations of the concept of disruption of the cell cycle.
• Place students into groups of four and ask them to develop questions based on their observations, challenge them to apply their knowledge of the cell cycle, and answer the questions within the group.
• Once completed, let them calculate the number of cells made in a normal cell cycle compared to that of a cancerous cell.
• This model will allow students to understand the difference in the growth rate of a normal and cancerous cell.

Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide B.5DActivity: Viral Replication Sticky Notes - Teacher

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students can be creative and add images or references from the video that allow them to better remember the difference between the lytic and lysogenic cycles. Pass out at least two sticky notes to each student. Have students add a fact or two they learned from the video on each sticky note.

After students have completed their sticky notes, have them place them on the whiteboard or a piece of chart paper. Conduct a gallery walk so students can see other classmates' facts and drawings.

After the gallery walk, have students write a summary paragraph in their science notebook.

Component: *Dynamic Biology*

ISBN: 9781433406898

Location: Teacher Guide: Phenomenon Sensemaking Guide

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: New document

Component: *Dynamic Biology*

ISBN: 9781433406898

Location: Teacher Guide: Scope and Sequence

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Per TRR this document was updated in several places to show supporting activities and length of time for activities.

Component: *Dynamic Biology*

ISBN: 9781433406898

Location: Teacher Guide Biology Cross-Curricular and TEKS Spiral

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Per TRR a new document was created to show cross-curriculum links.

Publisher: TPS Publishing

Biology

Program: *STEAM into Biology - High School Edition: TEKS*

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Biology - https://docs.google.com/spreadsheets/d/11NuzAP7G7tij8dDUn_mpBnNzRCbCwVLU/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Biology - https://docs.google.com/spreadsheets/d/1lOYrCC-SGNlAHMC7bdDYIvPLMuyVikiS/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-4 contents guide - Biology - https://drive.google.com/file/d/1DI67maewbttnpYWtZ6HbMczqDdgFRvBO/view?usp=sharing

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Biology - Arts Math ELA Cross Reference - https://docs.google.com/spreadsheets/d/1JquoBA1t7DeW_Q3gjpTzUoTVqRL2doei/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Smart Biology

Biology

Program: *BIOLOGY Texas: ELPS*

Component: *BIOLOGY Texas | Student Edition*

ISBN: 9781777945053

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Practicing Science Ourselves" material, which includes 20 new activities that collectively cover the 8 science and engineering practices (SEPs). (Please see the new enhancements we said we would make in a later entry in this file, rows 9 and 10 in this file).

Component: *BIOLOGY Texas | Teacher Edition*

ISBN: 9781777945060

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: New Teacher Guide

Component: *BIOLOGY Texas | Teacher Edition*

ISBN: 9781777945060

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR addition: New Pacing Guide

Component: *BIOLOGY Texas | Teacher Edition*

ISBN: 9781777945060

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New laboratory activities, basic protocols (please see the new enhancements we said we would make in a later entry in this file, rows 11 and 12 in this file).

Component: *BIOLOGY Texas | Student Edition*

ISBN: 9781777945053

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New laboratory activities, basic protocols (please see the new enhancements we said we would make in a later entry in this file, rows 11 and 12 in this file).

Component: *BIOLOGY Texas | Teacher Edition*

ISBN: 9781777945060

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Making Connections" material, which highlights connections between units, chapters, modules, and lessons, throughout the book.

Component: *BIOLOGY Texas | Student Edition*

ISBN: 9781777945053

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Making Connections" material, which highlights connections between units, chapters, modules, and lessons, throughout the book.

Component: *BIOLOGY Texas | Teacher Edition*

ISBN: 9781777945060

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Location: Google Drive: Entire document

Original Text: New Content

Updated Text: TRR/ELPS addition: New "Practicing Science Ourselves" material, which includes 20 new activities that collectively cover the 8 science and engineering practices (SEPs). (Please see the new enhancements we said we would make in a later entry in this file, rows 9 and 10 in this file).

Publisher: McGraw Hill

Chemistry

Program: *McGraw Hill Texas Chemistry : TEKS*

Component: *McGraw Hill Texas Chemistry Student Edition*

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content : McGraw Hill Texas Science Professional Learning Planning a Lesson

Component: *McGraw Hill Texas Chemistry Student Edition*

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Rigor and Writing

Component: *McGraw Hill Texas Chemistry Student Edition*

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Routines

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Standards

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content: McGraw Hill Texas Science Professional Learning Unpack Standards

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Science and Engineering
Practices Handbook

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Chemistry: Cross-Content Correlations

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Pacing Guide

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Texas Science Instructional Model

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Assessment Administration Guide

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Scoring Rubric_HS

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Communicating with Caregivers

Component: ***McGraw Hill Texas Chemistry Student Edition***

ISBN: 9781265762476

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: LETTER TO HOME Chemistry Program Overview

Publisher: Summit K12 Holdings

Chemistry

Program: *Dynamic Chemistry: TEKS*

Component: ***Dynamic Chemistry***

ISBN: 9781433406973

Location: All Lesson Guides for Units 1-10

Original Text: New Content

Updated Text: Each Lesson Guide for Units 1-10 have an addition section for misconceptions.

Component: ***Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 2.4; Key Concepts - Literacy Connection: Electron Arrangements Effect on Properties

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will learn new basic and academic vocabulary as they share information with classmates. Students will include a visual or picture of electron arrangement to support their answer when sharing. Students will use new vocabulary as they communicate responses with classmates.

Component: ***Dynamic Chemistry***

ISBN: 9781433406966

Location: Teacher Guide: Instructional Strategies for Flexible Grouping

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: This is a new document.

Component: ***Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 2.1: History of the Model of the Atom Article

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Additional information was added throughout the article for country of origin, contemporaries, and location of scientific work.

Component: ***Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guides 2.4, 3.1, 6.2, 8.3 and 9.1

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: "Teacher guidance for facilitating connections:" [Specific text follows this intro phrase on these lesson guides.]

Component: ***Dynamic Chemistry***

ISBN: 9781433406973

Location: Lesson Guide 1.3: Activity Selecting Lab Equipment

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Provide the following sentence stems to prompt student thinking:
• The difference in function between a graduated cylinder and a beaker is...because ...
• The difference in appearance between a graduated cylinder and a beaker is...
because...

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 6.3: Activity - Conservation of Mass Investigation

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students' data will not be the same because they are not measuring specific amounts. To facilitate a discussion of their data, create a data table on a whiteboard or chart paper and have students record their original and final masses. Ask the group to look for patterns and share out. Ask students to identify outliers and to make suggestions for those. Reinforce the value of multiple pieces of evidence when investigating and the importance of reliable and consistent results. Ask students, if they were to repeat this investigation, what are some things they would change.

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 8.1: Activity Literacy Connection - The Four Laws of Thermodynamics Reading and Examples

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will read about the four laws of thermodynamics and then create a one-pager of their explanations and illustrations of each law. Use a Jigsaw strategy to break up the reading. Start with a group of four and give each student one law to read. Make expert groups for each law for students to check their understanding. Then students move back to their original group and teach the law, while others listen and annotate their document.

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 8.1: Activity Examples of Laws of Thermodynamics

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Teacher Note: Use the peer-to-peer editing strategy for students to analyze and respond to other's descriptions and drawings. Create pairings or a group of four. Each student will trade their examples with another student with the goal to read carefully and provide feedback with sticky notes. Ask students to look for evidence in the text that explains the example. If students work in a group of four, each person could read the same example from three other peers.

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 5.2 Key. Concepts

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: TEACHER NOTE: Gilbert Lewis, an Americal physical chemist, worked at the University of California, Berkeley, in 1912. He developed the theory of valence to explain covalent bonds, the sharing of two electrons and the formation of electron pairs. Dr. Lewis also proposed a theory for acids and bases which relied on electron pairs.

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 3.1: Activity - Women of the Periodic Table

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Country of birth and death
{ Information about the community they lived in and worked in. How did these communities shape their ability to obtain an education and work as a scientist.

Component: *Dynamic Chemistry*

ISBN: 9781433406966

Location: Chemistry Scope and Sequence

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Per TRR guidance, several adjustments were made to this document to show timing of activities.

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide 7.1

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Per TRR guidance, "Misconceptions" have been added to every chemistry lesson guide.

Publisher: TPS Publishing

Chemistry

Program: *STEAM into Chemistry - High School Edition: TEKS*

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Chemistry - https://docs.google.com/spreadsheets/d/1k2mPI0QE1nXwWFjl_vYa_xu-N1D3lwds/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-4 contents guide - Chemistry - https://drive.google.com/file/d/12JW-7acKkU6EI0wpqIjMPB6vU-ChcNRo/view?usp=sharing

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Chemistry - Arts Math ELA Cross Reference - https://docs.google.com/spreadsheets/d/1lmtHl-z0rRoWCZbOSjYoiKRnXAwoxbq2/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: ***Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: STEAM Arts - Chemistry Materials Listing - https://docs.google.com/spreadsheets/d/1OoS7nCfRklmUzzftC5OJOv3sGpIzSdh0/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: ***Online Library – Teacher support***

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Chemistry - https://docs.google.com/spreadsheets/d/1JMi63SfRtJtToofoAWtcq2xoKY6TuyZE/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Publisher: Accelerate Learning Inc.

Physics

Program: *STEMscopes Science TX - Physics: TEKS*

Component: ***STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Refer to highlighted text in pdf pgs 6-9,12

Component: ***STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: entire document

Component: *STEMscopes Science TX - Physics (Online)*

ISBN: 9798888266731

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: entire document

Component: *STEMscopes Science TX - Physics (Online)*

ISBN: 9798888266731

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: entire document

Component: *STEMscopes Science TX - Physics (Online)*

ISBN: 9798888266731

Link to Current Content:
View Current Content

Current Page Number(s): 11

Location: q6

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Describe how past research on photoelectric has impacted scientific thought and methodologies used in the field of science today. T

Component: ***STEMscopes Science TX - Physics (Online)***

ISBN: 9798888266731

Current Page Number(s): NA

Location: New Content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: entire document

Publisher: McGraw Hill

Physics

Program: *McGraw Hill Texas Physics: TEKS*

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Assessment Administration Guide

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Scoring Rubric_HS

Component: ***McGraw Hill Texas Physics Student Edition***

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: CER Rubric

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 42

Location: After Paragraph 3

Original Text: New Content

Updated Text: If the runner's motion were in multiple directions, you would need to add the lengths of each segment of the run: dtotal = d1 + d2 + d3 +...
For example, if the runner ran 100 m north, 20 m east, and then 200 m south, her total distance would be dtotal = 100 m + 20 m + 200 m = 320 m.

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: Communicating with Caregivers

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): 60

Location: After Paragraph 2

Original Text: New Content

Updated Text: [plain text] You can also determine the average speed of an object using the following equation: speed = distance/time [center equation; stack fraction]

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: LETTER TO HOME Physics Program Overview

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 28

Location: After "Page 11 Ask Yourself" question and answer

Original Text: New Content

Updated Text: Page 11 Ask Yourself Which is warmer, 25°F or 25°C? 25°F

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9781265776428

Current Page Number(s): N/A

Location: Not current location, this is new content.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See new content document: McGraw Hill Texas Science Vertical and Horizontal Standards Alignment

Component: *McGraw Hill Texas Physics Teacher Edition*

ISBN: 9781265775384

Current Page Number(s): 1289

Location: Topic: The Strong Nuclear Force

Original Text: New Content

Updated Text: [head]Topic: The Strong Nuclear Force
A helium-4 nucleus has two protons and two neutrons. Describe the forces between these particles. The strong force acts as an attractive force between each pair of particles and keeps the nucleus from breaking apart. The two protons also exert a repulsive electric force on each other. This electric force is smaller than the strong force, so the nucleons remain together.
[head]Topic: Mass Defect and Binding Energy

Publisher: Summit K12 Holdings

Physics

Program: *Dynamic Physics: TEKS*

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 2.2

Link to Updated Content:

View Updated Content

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Original Text: New Content

Updated Text: Students will use geometry skills to communicate ideas with a graph. Students will also use algebra skills to apply the definition that velocity is the rate of change of position and calculate the slope to find the velocity of the bowling ball's position graph.
[Math: Algebra.3B and Geometry.1D]

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 2.3

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will apply the definition that acceleration is the rate of change of velocity and apply the slope calculation to find the accelerations of different parts of a velocity vs. time graph.
[Math: Algebra.3B and Geometry.1D]

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 4.2

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will use algebra and geometry skills using linear equations to calculate weight in pounds given the mass and weight in newtons of an object, collect data in a data table and graph the data to determine the relationship between mass and weight.

[Math: Algebra.5A and Geometry.1D]

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson guide 6.2

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will solve quadratic equations having real solutions by taking square roots. Students will communicate mathematical ideas using appropriate language.

[Math: Algebra.8A and Geometry.1D]

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 7.2

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will use algebra skills to solve linear equations, either for an unknown mass or velocity. [Math: Algebra.5A]

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 8.2

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Students will use algebra skills to solve Coulomb's law as a linear equation for an unknown charge. Students will also solve Coulomb's law as a quadratic equation for an unknown distance.
[Math Algebra.5A and Algebra.8A]

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 1.1 Velocity Lesson Slides

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: New Content added on Slides

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide 1.1

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Pre-assess students' math skills by setting up stations for students to rotate through, solving math problems related to slope, scientific notation, unit conversion, and algebraic equations. Solutions are provided in the presentation.

Publisher: TPS Publishing

Physics

Program: *STEAM into Physics - High School Edition: TEKS*

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Horizontal Alignment Chart - Physics - https://docs.google.com/spreadsheets/d/1guZZDq_yVP_BEVIoSl_AjhrHo2bIqAt2/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: Support Matrix - Physics - https://docs.google.com/spreadsheets/d/1N9juMKB48wz6J3singp0C0-jufR7HpTd/edit?usp=sharing&ouid=112690171537265031278&rtpof=true&sd=true

Component: *Online Library – Teacher support*

ISBN: 9781788058957

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: N/A

Original Text: New Content

Updated Text: TEKS 1-4 contents guide - Physics - https://drive.google.com/file/d/1D0ELceUeQXOWL3IUiVLw-FWsYjs_o256/view?usp=sharing

Publisher: Goodheart-Wilcox Publisher

Child Development

Program: *Child Development: Early Stages Through Adolescence - Online Learning Suite: TEKS*

Component: ***Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 119

Location: CTSOs and Competitive Events

Original Text: Participating in competitive events is a key aspect of membership in any Career and Technical Student Organization (CTSO). Competing offers you an opportunity to expand your leadership potential and develop skills necessary in your family, community, and future workplace. These events allow you to demonstrate your knowledge, skills, and leadership while improving your creativity, commitment, and professionalism. Through competition, you can earn recognition, awards, travel opportunities, scholarships, and more!.... 5. Because communication plays an important role in competitive events, carefully research which communication skills are required in the event you select. Research and preparation are important factors in successful competition.

Updated Text: Participating in competitive events is a key aspect of membership in any Career and Technical Student Organization (CTSO). Competing offers you an opportunity to expand your leadership potential and develop creativity skills necessary in your family, community, and future workplace. These events allow you to demonstrate your knowledge, creativity skills, and leadership while improving your commitment and professionalism. Through competition, you can earn recognition, awards, travel opportunities, scholarships, and more!.... 5. Because communication plays an important role in competitive events, carefully research which communication and creativity skills are required in the event you select. Research and preparation are important factors in successful competition.

Component: ***Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 259

Location: Core Skills #6

Original Text: Present your findings to the class.

Updated Text: Be sure to identify appropriate considerations related to food allergies. Present your findings to the class.

Component: ***Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 670

Location: Legislation Affecting Children

Original Text: Some of these laws and regulations range

Updated Text: Some of these laws, regulations, and public policies range

Component: ***Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 288

Location: Text Narrative

Original Text: Perhaps one of the earliest language action games infants enjoy is pat-a-cake.

Updated Text: Perhaps one of the earliest language action games infants enjoy is pat-a-cake. Infants and Technology: Technology can have a large influence on infant growth and development. Research is finding that infants who are exposed to technology show learning difficulties by the age of nine due to poor executive functioning (needed for higher-level cognition). The results from these studies are supporting the American Academy of Pediatrics' view that discourages all screen time before 18 months old, with the exception of video chatting. Assistive technology devices can have a positive influence on infant growth and development. Some examples include side-lying, prone, or supine frames and crescent-shaped cushions to help with positioning. Specially designed bottles, nipples and ergonomic eating utensils, lipped plates and dishes, adapted clothing, and communication boards can also help infants grow and develop.

Component: ***Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 696

Location: Critical Thinking #1

Original Text: Then discuss how meeting these needs impacts the success of health care.

Updated Text: Discuss how meeting these needs impacts the success of health care. Identify current legislation that affects the care, including physical care, of children.

Component: ***Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 542

Location: Sentence after Figure 17.9

Original Text: (Figure 17.9).

Updated Text: (Figure 17.9). Adults should consider special dietary needs, such as food allergies.

Component: ***Child Development: Early Stages Through Adolescence - Online Learning Suite***

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 819

Location: Entrepreneurship

Original Text: Creativity, knowledge, self-motivation, and hard work are keys to making a business profitable.

Updated Text: Creativity skills, knowledge, self-motivation, and hard work are keys to making a business profitable.

Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite*

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 607

Location: Interacting with Other Children

Original Text: The peer relationships of school-age children and adolescents require more complex social skills than earlier relationships.

Updated Text: The peer relationships of school-age children and adolescents require more complex social skills than earlier relationships. These relationships and how they shape the school environment influence the growth and development of children.

Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite*

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 611

Location: School life bullet

Original Text: The most stress occurs when the classroom environment is unstructured, when teachers have unclear or unreasonable expectations, and when children realistically or unrealistically fear failure, especially on major tests.

Updated Text: The most stress occurs when the classroom environment is unstructured, when teachers have unclear or unreasonable expectations, and when children realistically or unrealistically fear failure, especially on major tests. Stress from school environments, including public, private, and home environments, can affect growth and development.

Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite*

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 626

Location: Critical Thinking #6

Original Text: Then, analyze how these reasons affect school-age children’s self-esteem.

Updated Text: Evaluate the importance of individual identity for children's development. Then, analyze how self-concept and identity affect school-age children’s self-esteem.

Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite*

ISBN: 9798889990109
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Current Content:
View Current Content

Current Page Number(s): 115

Location: Critical Thinking #3

Original Text: Take turns presenting the highlights of your discussion to the class.

Updated Text: With your partner, analyze the positive relationship characteritics needed for parenting. Then take turns presenting the highlights of your discussion to the class.

Publisher: eDynamic Holdings LP

Computer Science I

Program: *Introduction to Programming 1a/1b: TEKS*

Component: *Introduction to Programming 1a/1b*

ISBN: 9781737161660

Link to Current Content:
View Current Content

Location: Programming 1b, Unit 5, Lesson 2

Original Text: New Content

Updated Text: Types of Bugs

Even though there are many thousands of kinds of physical bugs (moths, bees, ants,

grasshoppers, flies, etc.), there aren't as many software bugs, thankfully! We will focus on four kinds of software bugs—logic errors, syntax errors, lexical errors, and runtime errors. Before we look at some specific examples of each of these errors, we need to first understand the different classifications of bugs according to their severity:

Critical

A critical bug occurs when there is a fault in the functionality of the software causing

a critical piece, or even the entire system, to fail. Examples may include failure to

install, the software continuously crashing, or a crucial feature not working at all.

Major

Major bugs happen when there is a fault that affects basic functionality of an

important feature. For example, if a calendar app did not allow users to add more than

one event per day, this would be a major defect. Another major defect example would

be if a department store register started giving 30 percent discounts to every purchase.

Minor

A minor bug occurs when a feature does not meet its requirement or intended functionality but does not have a major impact on the software. Minor defects still need to be resolved, but they do not have as high of a priority as major defects. For example, if a website form does not give the user confirmation that the form has been successfully submitted, this could be considered a minor defect. The major functionality still works (the form is sent), but the user should receive a confirmation message.

Trivial

A trivial bug includes any cosmetic or aesthetic defects such as grammar, spelling, misaligned text, etc. Trivial bugs should still be fixed, but their priority is low as they do not affect the functionality of the software. An example might be if an app had a button with the text “sumbit” instead of “submit.”

Now that we understand the hierarchy of errors, let’s get some practice identifying four types of programming errors—syntax, logic, runtime, and lexical.

Syntax Errors

We’ve already defined a syntax error as a problem that occurs when characters or symbols are incorrectly placed according to the rules of the language. This means that every misplaced symbol such as a comma, parenthesis, quotation mark, bracket, etc., counts as a syntax error because it violates the rules of the language. Other examples include misspelling a variable name or reserved word. You have no doubt already made several syntax errors in your programming career thus far. While syntax errors can be frustrating, they are the easiest type of error to find and fix. Check out an example of a syntax error by logging into PythonAnywhere, creating a new file, and typing in the following code:

```
x = 10

while x> 0

print(x)

x -= 1
```

When you run the program, you should receive a syntax error message at the end of

the while statement line because there should be a colon after the 0.

Your syntax error will be displayed beneath where the error occurs.

Lexical Errors

At first glance, a lexical error may seem similar to a syntax error because they both deal with characters or symbols that are used incorrectly. However, a lexical error occurs when a sequence of characters is not allowed in a particular language. The compiler or interpreter doesn't know what to do with the characters, so it will throw an error during execution. Note: in Python (and other languages), lexical errors are not usually called "lexical"; instead, you'll probably see them labeled as a name error or syntax error.

If you try to use the statement x = 1abc, most languages will throw a lexical error because 1abc is not a valid sequence of characters for a variable (it's not a string or a number). If you end a statement with an invalid symbol such as $ or ", then you have also committed a lexical error.

Try running this program in PythonAnywhere:

```
runner-up = input("Please enter the name of the runner-up: ")

first-place = input("Please enter the name of the person in first place: ")

print("Congratulations", runner-up, "and", first-place)
```

You will get an error because runner-up and first-place are not valid variable names since they contain hyphens. This means that the lexical analyzer cannot match the characters "runner-up" with a valid pattern in the Python language, so the program gives an error.

Component: ***Introduction to Programming 1a/1b***

ISBN: 9781737161660

Link to Current Content:
View Current Content

Location: Programming 1b, Unit 7, Lesson 1

Original Text: New Content

Updated Text: Data Communication Advancements

These days, a reliable data communication system is a key part of doing business as

most organizations use the internet to communicate and transfer data. They may use a

software messaging tool, email, cloud data storage, or the good old-fashioned

telephone. Before we look at the threats and risks to these systems, let's investigate some of the cool computing advancements in this area.

One of the coolest advancements is 5th generation cellular technology (5G). It's a new kind of network technology that allows faster mobile broadband connections, relieves the burden of too many devices connected to Wi-Fi, and even creates a more realistic, seamless gaming experience for video gamers.

You may have heard of supercomputers—advanced computers with tens of thousands of processors that can solve complex problems in a matter of minutes. Brace yourself because quantum computers are blowing supercomputers out of the water! While the details are a bit too complicated for our purposes, you should know that quantum computers use qubits instead of regular bits for storing data. Whereas a bit can only be on or off (1 or 0), a qubit can be simultaneously on and off. If that doesn't blow your mind, also consider the fact that a single qubit can represent more than one number at the same time, which means it can perform calculations at ridiculously fast speeds. In fact, a quantum computer recently developed by Google outperformed the world's fastest supercomputer by 47 years!1

Faster network technologies like 5G and faster computers like quantum machines are already disrupting the landscape of data communication. Imagine a world where clean energy is the norm for everyone in the world, supply chain disruptions are eliminated, batteries last longer than ever, traffic jams are a thing of the past, and complex financial investments are done in seconds. The future is looking bright!

Data Communication Risks

With these computing advancements in mind, we also need to consider the many threats that can affect data communication systems. If an organization's internet connectivity is compromised, communication will suffer and could cost the company money in lost sales or reduced services. For example, if the popular online retail website Amazon went down for just an hour, it would cost them millions of dollars in lost revenue. If a data center does not have adequate

physical security, servers containing valuable data could be damaged or destroyed. If a data center does not have robust cybersecurity measures in place, the servers could be

vulnerable to hacking.

Web services like internet calling, known as Voice Over IP or VoIP, can have

vulnerabilities that might be exploited. If the VoIP provider is not using an encrypted

connection for calls, the communication could be vulnerable to

eavesdroppers. Valuable information might be stolen and sold to competing organizations. Since VoIP uses an internet connection, if the internet service provider

or the company's network comes under attack by a hacker, VoIP communication

might be disrupted. Web calls can be particularly vulnerable if they are made on a

public or shared network, such as at a coffee shop or in a mall. Quantum computers can even break normal encryption methods, calling for more advanced cybersecurity techniques.

Aside from malicious threats, if employees are not trained properly in how to use the

communication tools, there could be other risks to the system. Employees should be

given the minimum amount of access and responsibilities in the system that they need

in order to complete their job. Disgruntled employees can also provide a risk to the

system, and they can enact harm from the inside if given too much access.

Component: ***Introduction to Programming 1a/1b***

ISBN: 9781737161660

Link to Current Content:
View Current Content

Location: Programming 1b, Unit 7, Lesson 1

Original Text: New Content

Updated Text: Software Application Advancements

As computers themselves become more advanced, we're also seeing new trends in nearly every field that uses technology. Moving to the area of software applications, there are some exciting computing-related advancements. As we did before, let's investigate these before learning about the associated threats and risks.

Artificial intelligence (AI) is a buzzword these days, and it is worth the hype! AI refers to a machine solving problems that normally require human intelligence. AI can transform data communication and networking by identifying problems before they occur, automating complex processes, and using machine learning to comb through massive amounts of data to look for patterns. As more people than ever before are working remotely, AI is providing helpful tools for monitoring and analyzing employee productivity. And did you know that 97 percent of smartphone users routinely use AI-powered digital assistants such as Siri, Google Assistant, and Alexa?1

AI isn't the only technological trend, however. As processors become smaller and more powerful, more devices are connected to the Internet of Things (as we'll learn more about soon), augmented and virtual reality are changing the ways that businesses communicate, blockchain technology is disrupting more than just the cryptocurrency space, and cloud computing is revolutionizing the way that people access software and do their work.

Software Application Risks

Some pieces of software carry more importance than others, and vulnerability to risks

could prove harmful or fatal to human lives. Examples of such software might include

air traffic control systems, hospital equipment, and car software. But even software

that is not directly responsible for human lives can still hurt the company if it is

compromised in some way.

Component: ***Introduction to Programming 1a/1b***

ISBN: 9781737161660

Link to Current Content:
View Current Content

Location: Programming 1b, Unit 7, Critical Thinking Question 4

Original Text: New Content

Updated Text: 4. Many different areas have been affected by computer-related advancements. Choose one particular field (e.g., finance, science, health, sports, etc.) and describe how artificial intelligence (AI) has affected that field. What possible ways could AI benefit that field in the future?

Answers will vary but may include:

AI machine learning has affected health care by decreasing the amount of time needed to review test results, which means diagnoses can be made faster and treatment can begin sooner. In the future, this could result in less expensive and more timely testing.

Publisher: eDynamic Holdings LP

Computer Science II

Program: *Programming 2a/2b: TEKS*

Component: *Programming 2a/2b*

ISBN: 9781737161585

Link to Current Content:
View Current Content

Location: Programming 2a, Unit 3, Activity 1

Original Text: New Content

Updated Text: In the unit, you started coding a program that uses a list to store states that a user inputs. In this activity, you will use PythonAnywhere to create a menu that gives the user various choices corresponding to list operations.

Step 1: Make a Plan

Before you jump into coding, take a moment to make a plan. If you follow a systematic problem-solving process, your program is more likely to be successful.

Start by identifying the purpose of the program. The purpose should explain the “why” behind the program at a high level. In other words, what is the point of developing the program?

What specific goals does the program have? This is tied to functionality (what the program does). Goals are the “what” behind the program. Note: you don’t need to explain “how” the goals will be accomplished.

What kind of data type(s) or structure(s) will you need to use to accomplish the goals?

Identify any subtasks that need to be completed. For example, if you are creating a menu, break down each menu option into subtasks that need to be coded.

Journal your answers to these problem-solving questions in a word-processing document.

Step 2: Create Menu Options

Allow the user to choose whether they want to insert or append a state, remove a state, search for a state, modify an existing state, print the list, or quit the program. After the user chooses to quit, sort and print the final list.

Step 3: Validate

For each choice, make sure that you are validating the user input. Convert the user input to lowercase letters and then use a list to check for variations of input. (For example, the user should be able to type “remove” or “r.” Refer back to Lesson 3 if you need further examples.)

Step 4: Code the Options

Write the appropriate code for each option listed in the user menu.

Step 5: Test

Run your program and test out all the various operations that a user might do. Fix any bugs.

Step 6: Submit Your Program

Click on the Share button in the upper right part of the screen in PythonAnywhere. Click Get Sharing Link. Then click the clipboard symbol to copy the link. Paste the link into the dropbox to submit. Also, submit the word-processing document with your problem-solving plan.

If you are not able to get your code to run correctly, write a paragraph explaining why and what you attempted to try to fix the problem(s).

Component: *Programming 2a/2b*

ISBN: 9781737161585

Link to Current Content:
View Current Content

Location: Programming 2b, Unit 8, Lesson 4

Original Text: New Content

Updated Text: Prepare

This section is where the rubber meets the road. You'll make specific plans according to the reflections and research you've done. Maybe you'll attend a specific university or do an online program. Maybe you'll sign up for a certification test or attend a program in your area. You might start applying for internships or contact people in your chosen field to set up a job shadowing opportunity.

Whatever your plans, make sure to be specific. Label them clearly, such as Goal 1, Goal 2, etc., and include your timeline. For example, Goal 1 might be to join a local FBLA chapter to develop leadership skills, and you might plan to make that happen by next month. You may want to organize it in a table format such as the following:

TABLE Career Plan

Start Date

Expected Completion Date

Opportunity Type

Facilitator

Outcome

(job, internship, club, online course, mentoring, etc.)

(teacher, mentor, coach, online educator, etc.)

(new skills, degree, certification, etc.)

CALLOUT BOX

Such a Softie

Part of preparing for your future career involves developing your soft skills. No, we're not talking about being a "softer" person, whatever that means. Think of soft skills as your people skills. You may know how to write amazing code, but how well do you manage your time? How well can you work on a team, handle conflict, or organize your surroundings? You'll have many opportunities to develop these skills as you progress, but one that's worth putting in the hard work right now is time management.

Here are some quick and easy ideas to get you started on managing your time effectively, and they work well for all areas of your life:

Get an early start: avoid procrastination and dive right in.

Prioritize effectively: decide which tasks are the top priority and work on those first.

Make a plan: instead of a to-do list, create a priority list and tick off tasks as you get them done.

Minimize distractions: avoid checking social media or responding to messages while you're working—put your phone in another room and only check it each hour, if possible.

Chunk your time: set a timer for 20 minutes and focus on completing a task without interruptions; take a break and then repeat.

Publisher: CEV Multimedia

Forensic Science

Program: *iCEV Forensic Science (Individual Course): TEKS*

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Activity-Classroom Vandalism. This Activity is found in the Fingerprint and Impression Analysis lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Classroom Vandalism, which is located on pages 32-37 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Models Explanation Infographic, which is located on pages 17-18 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Collecting Fingerprints on Adhesive Surfaces, which is located on page 38 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Designing Solutions, which is located on pages 19-20 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Explain Drug Tests, which is located on pages 47-51 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Activity-Classroom Vandalism. This Activity is found in the Fingerprint and Impression Analysis lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Classroom Vandalism, which is located on pages 32-37 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Explain Drug Tests, which is located on pages 47-51 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Designing Solutions, which is located on pages 19-20 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Models Explanation Infographic, which is located on pages 17-18 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Activity-Creating Tool Marks. This Activity is found in the Tool Mark Analysis lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Creating Tool Marks, which is located on page 39 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Activity-Strawberry Extraction. This Activity is found in the DNA Analysis lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Strawberry Extraction, which is located on pages 52-53 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Student Handout-Footwear and Tire Tread Impressions. This Student Handout is found in the Tool Mark Analysis lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Footwear and Tire Tread Impressions, which is located on pages 40-41 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Activity-Strawberry Extraction. This Activity is found in the DNA Analysis lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Strawberry Extraction, which is located on pages 52-53 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Designing Solutions, which is located on pages 19-20 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Models Explanation Infographic, which is located on pages 17-18 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Activity-Impression Analysis Bell Ringer. This Activity is found in the Tool Mark Analysis lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Impression Analysis Bell Ringer, which is located on pages 42-43 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Activity-Strawberry Extraction. This Activity is found in the DNA Analysis lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Strawberry Extraction, which is located on pages 52-53 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods and Conversions, which is located on pages 5-8 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Slides 5-17 in the Communicating Findings in Forensic Science PowerPoint lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in slides 7-8, which are located on page 21 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Fiber Analysis, which is located on pages 44-46 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Models Explanation Infographic, which is located on pages 17-18 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Find the Origin, which is located on pages 9-12 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Activity-Data to Communicate. This Activity is found in the Communicating Findings in Forensic Science lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in Activity-Data to Communicate, which is located on pages 22-23 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods and Conversions, which is located on pages 5-8 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: Slides 5-17 in the Communicating Findings in Forensic Science PowerPoint lesson.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in slides 7-8, which are located on page 21 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Models Explanation Infographic, which is located on pages 17-18 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Find the Origin, which is located on pages 9-12 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

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View Updated Content

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Updated Text: The new/updated text can be viewed in Activity-Data to Communicate, which is located on pages 22-23 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

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Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods and Conversions, which is located on pages 5-8 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Forensic Fued Instruction Sheet, which is located on pages 24-27 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Designing Solutions, which is located on pages 19-20 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Find the Origin, which is located on pages 9-12 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

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Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods and Conversions, which is located on pages 5-8 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

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Component: *iCEV Forensic Science*

ISBN: 9798888640074

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Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

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Component: *iCEV Forensic Science*

ISBN: 9798888640074

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Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Data Collection Methods and Conversions, which is located on pages 5-8 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Project-Career Research, which is located on pages 28-30 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Student Handout-Proposing Solutions and Developing Explanations, which is located on pages 13-16 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Search and Seizure Bell Ringer, which is located on page 31 of the linked packet.

Component: *iCEV Forensic Science*

ISBN: 9798888640074

Location: New content was created to satisfy this student expectation breakout.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: The new/updated text can be viewed in the Activity-Designing Solutions, which is located on pages 19-20 of the linked packet.

Publisher: eDynamic Holdings LP

Foundations of Cybersecurity

Program: *Network Security Fundamentals 1a/1b: TEKS*

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1a, Unit 4, Activity 2

Original Text: New Content

Updated Text: Troubleshooting Practice
Step 1: Identify Common Tools for Monitoring Ports
For this activity, you will use the network analysis tools you learned how to apply on your own computing device and take steps that would likely need to be performed if you were diagnosing a computer problem in real life.
First, use either the ipconfig /all or ifconfig command and take a screenshot of the information provided (as demonstrated in Unit 4, Lesson 5). Next, ping your default gateway (using the information you just looked up!) and take a screenshot of the ping report.
After that, let's try an online site you know is working—the very site you are using now! Ping this website (only up to the initial .com, not the full URL address) and take a screenshot of that ping report.
After you have your ping report, use the command line to trace the route taken to get from your system to this website's host. Once more, get a screenshot of the report!
Next, take a screenshot of the current network conversations your client device is having (or only the first page if they are longer than one screenshot can capture). Remember that you should see a mix of ESTABLISHED, TIME_WAIT, and CLOSE_WAIT.
Finally, take a screenshot that shows the full list of services for your computer (only the first page). In a text file, select any two services that the screenshot shows are currently running, and describe what each service does. Include in your text file the steps you would take to stop the service if you needed to (or start an inactive service).
Step 2: Identify Common Tools for Monitoring Network Traffic
Download and install Wireshark and nmap, common tools for monitoring network traffic and ports. Open Wireshark and

start a new live capture. To do this, select capture, then interfaces, and then select your network adapter. Let the program run for about three minutes before stopping the capture. This will give you a list of packets that have been sent and/or received by your computer.
Analyze the traffic by looking at the captured traffic from Wireshark. Identify different protocols such as HTTP, HTTPS, DNS, ICMP, etc. Make a note of the source destination IP addresses, the protocol used, and the associated port numbers. Investigate ports by using nmap to scan your device to see which ports are open. It is common for some antivirus software to be seen as a threat; ignore this. Run command “nmap -sT -0 localhost.” View the output and write down the open ports and the services they are associated with. Use your network’s router admin panel to view connected devices and active connections. Write down the IP addresses of connected devices and any available information about the traffic type being generated.
Note connections between the active services and the ports that are being used. Identify traffic that corresponds with HTTP/HTTPS (ports 80/443), DNS(port 53). Create a report on your findings. Describe the traffic you captured and the ports that were open on your device. How could the information you gathered be used to enhance network security?
Part 3: What to Submit
Your submission for this activity should include the following materials:

- A screenshot of the ipconfig /all or ifconfig information
- The ping report for the default gateway
- The ping report for this website
- The trace route for this website
- A screenshot with a list of network conversations
- A screenshot with a list of local services
- A text file describing two services and explaining how to stop or start each service
- A network security report

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1a, Unit 6, Lesson 1

Original Text: New Content

Updated Text: Who Are the Players?
Introduction
Now that we have analyzed how to embed basic security principles in our network, it is a good time to turn our attention to the people who might attempt to intrude into our network by gaining unauthorized access to it. We have already examined organizations whose networks were compromised, but we have not discussed in detail who the perpetrators were or what their motivations may have been.

The term often used to describe these perpetrators is “hacker,” which is a person who uses computers to gain unauthorized access to data. The image of a person in a dark hooded sweatshirt may come to mind when you hear the term, but in reality, there are different types of hackers. There are black hats, white hats, and gray hats. Black hats fit the more traditional image of a bad guy. A black hat is a hacker who uses their knowledge of digital systems to access them unlawfully for personal gain. Black hats create malware and force their way into networks to shut them down or steal sensitive data. The unethical practices of black hats not only compromise the security of individuals and organizations but can also lead to legal consequences, resulting in fines, jail time, and loss of professional reputation. White hats, on the other hand, are often viewed as the good guys or the ethical hackers. A white hat is a paid network professional who searches for system vulnerabilities and creates fixes and then releases them to the general public so that others can also protect their networks. These professionals adhere to ethical standards and legal guidelines, demonstrating that strong cybersecurity can be practiced without crossing ethical boundaries. Their role is a testament to the importance of ethical responsibility in ensuring network security.
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Gray hats are a little more complicated to describe. A gray hat is someone who performs illegal or ethically questionable acts but does so for what they perceive to be the common good. A classic example of a gray hat is someone who independently breaks into a network in order to demonstrate to the network administrators that the network is insecure. While the intentions of gray hats may seem beneficial, they bring forth ethical ramifications. The unauthorized access, despite the intention, remains an intrusion and can lead to mistrust, potential damage, and legal issues. Their actions highlight the fine line between ethical and unethical behavior in the realm of cybersecurity. It is important to note that there are several legal and ethical issues guiding the classification of hackers. The individuals who fit into these categories possess the same skills and utilize the same techniques; the factor that differentiates them is their motivation. As you progress on your journey toward becoming a network security professional, these classifications will be important to remember. For many reasons, you will want to remain on the right side of the law.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1a, Unit 6, Lesson 5

Original Text: New Content

Updated Text: Not Always Black and White
Legal vs. Illegal
As you've been reading the material in this unit, a question may have popped into your head: Is it legal to use the tools that we're learning about? Well, yes and no…it's complicated. There are a few guiding principles to keep in mind if you want to become a network security practitioner. All the information you've seen and more—that is, resources, tools, videos, tactics, and attack vectors—are, for the most part, publicly available. How you decide to use that information is what matters.
For example, if you download a tool and want to try it out, you should keep certain principles in mind. Testing this tool on a virtual machine that you own is fine if the network traffic does not leave your house. If you use the tool on a machine or network that you do not own or do not have permission to conduct that type of activity on, it is illegal. Network hacking activities carry significant penalties at both the state and federal levels. Some TV shows and movies glorify computer hacking, but in many cases, it is illegal. If you run NMAP or Metasploit against your school network, it is a crime.
Other hacking activities are completely legal. In a network security class, you are in a controlled lab environment where you can test different tools to build proficiency in their use. Also, white hats have specific contracts that authorize them to test defenses and attempt to break into networks they don't own.
There are also "bug bounty" programs in which companies invite you to test their software and systems by attempting to uncover vulnerabilities in them. These programs require you to disclose any vulnerability you find to the software vendor; you cannot share it with or sell it to anyone else. Breaking the agreement by selling the exploit or using it to break into a system is illegal and would set your activity squarely in black hat territory.
The field of cybersecurity requires an acute understanding of legal responsibilities in addition to technical skills. This means recognizing the laws and regulations that govern activities related to hacking, data privacy, and network security. Demonstrating your understanding of these legal responsibilities is crucial to becoming a respected cybersecurity professional. Understanding the law helps you navigate the fine line between ethical hacking (with permission and for the purpose of improving security) and illegal activities. Furthermore, it is also crucial to keep abreast of any changes to cyber laws and regulations, as they can evolve with the rapidly changing tech landscape. By fully comprehending and adhering to these legal responsibilities, you ensure the trust of your clients, uphold your reputation in the field, and importantly, avoid potential legal consequences.

As you may have already intuited, working in this field requires a strong ethical compass so that you know when and how to apply your skills. Here is the best advice: If you can do the right thing when no one is looking, you will not run into any legal issues.

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentas 1a, Unit 7, Lesson 3

Original Text: New Content

Updated Text: Grayware vs. Defender
Imagine that you have installed a specific browser plugin, such as a free game from the internet, and that you have followed this up by installing a smart home control package. During the installation of these applications, you were presented with a screen that explained what the software would do, and you checked off a box to indicate your acceptance of the terms and conditions, thus accepting some level of inherent risk.
Many times during the software installation, you were asked for permission to make changes to your system as well as for access to your search history and location data. While these permissions may have been required for the application to run and you were completely comfortable granting them, Defender would still have found the behavior odd and alerted you. This is a form of risk management, where the software assists you in identifying potential threats and making informed decisions about the level of risk you're willing to accept.

Messaging Protections
Phishing
Email phishing takes place when fraudulent emails are sent to users who are enticed into clicking on links. This is something that can keep sysadmins up at night. Disney+ has become a very popular streaming service since it launched. Would you click on the message below?

Emails that require the recipient to reset their password and/or that ask for personal information are usually a scam and will hopefully be discarded by users.
This email is, in fact, a phishing scam, and the “Reset Password” link directs users to a malicious website. Disney+ was not hacked or breached, but enterprising criminals find creative ways to trick users into clicking on links. Here we see an instance of risk acceptance. Despite the known risks of phishing attacks, users may still be lured into clicking on these deceptive links due to a perceived sense of urgency or relevance.
How can we protect our users from falling for these types of attacks? We could spend millions of dollars on equipment—and many organizations do—but the best tool sysadmins have is training to educate users about what types of messages should make them suspicious about clicking on links when items like this make it past other layers of security. The more training users get, the better it is. An organization’s security awareness training program, along with its acceptable use policies, are important items that management should support. Technology solutions are important layers of protection, but we cannot rely on technology alone to protect our networks.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1b, Unit 4, Lesson 4

Original Text: New Content

Updated Text: File Permissions
Once the share is configured, you should look one level deeper at specific folder and file permissions. The share

permissions have already been set, but there may be a need to apply additional permissions on a more granular level. In modern-day Windows operating systems, the NTFS file system allows us to set and grant access to files. In the former FAT Windows file system, the sharing and permission options were limited.
For example, consider a typical organizational structure: an IT administrator, a manager, and a standard employee will all require different levels of access. An IT administrator may need full control over most or all resources. A manager may require access to resources within their department but not sensitive IT configurations. Meanwhile, a standard employee may only need access to specific documents or applications necessary for their role. These are user roles, and configuring their access appropriately is a central part of system administration.

The Security tab allows you to adjust the specific permissions provided to various groups and user names.
These extended NTFS permissions are accessed by clicking on the Security tab. Here, you can still add individual user accounts or groups and assign them access. The permissions under this tab are more granular than the three we saw under the Share tab. An important point to note as we join Share and Security permissions is that the most restrictive permission will be applied.
Let's take a closer look at this. The most restrictive permission will be applied, so sysadmin best practices recommend that you apply full control to the Sharing tab for the user or group requiring access. Next, you should only apply Security permissions to the folders in the share that restrict access to what is needed. Perhaps the accounting group would have full control in the share, but within the Tax Guidelines folder, they would only have permissions to list folder contents and read. That is, even if the accounting group has full control at the Share level, the most restrictive permissions will be applied in the Tax Guidelines folder.
You are already trained to know that every change of a user or group's file permissions should be documented. In addition, user and group permissions should be reviewed or audited on a regular basis to ensure they are appropriate and continue to follow the principle of least privilege. There are many blogs and sysadmin journals that write about situations in which permissions were mistakenly applied and resulted in groups of users having access to sensitive company information that they should not have had. Given that these settings are applied with simple checkboxes, it is easy to make a mistake. This is another reason the auditing process is important.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1b, Unit 1, Lesson 1

Original Text: New Content

Updated Text: Computer Forensics 101
What Is Forensics?
Science has played a role in detecting and solving crimes through the analysis of evidence for a long time. Forensic evidence, which is collected using scientific tests or techniques, has continued that tradition into the 21st century. In fact, forensics has come to play such a prominent role in the investigation of crimes today that juries are said to suffer from the CSI effect, meaning that juries request more forensic information during trial deliberation. Television shows have made jurors reluctant to deliver a guilty verdict without the presence of forensic evidence, even when it is unnecessary and unavailable. The way forensics is portrayed on television by shows like CSI and NCIS has led some people to believe that complicated investigations and analysis of evidence should only take a few hours and are always conclusive. Unfortunately, in the real world, that just isn't the case.
Investigations can take a significant amount of time, depending on how much evidence needs to be collected and analyzed. Every forensic investigator is guided by a basic concept established by Professor Edmond Locard: "Everything leaves a trace." According to Locard's exchange principle, everything and everyone entering a crime scene leaves evidence behind. Also, everyone and everything take a piece of the crime scene when they leave or are taken away.
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

CSI investigators in the real world wear hazmat-style “bunny” suits to minimize their impact on a crime scene while investigating it.

All of this may seem very basic, thanks to the attention paid to forensic science by the entertainment industry. After all, it makes sense that fingerprints are searched for when a business is broken into, but what type of evidence can be collected if that robbery is carried out electronically? Are there digital fingerprints that can be detected and collected as evidence? If your favorite electronics store is broken into, the police will search for a suspect within a certain geographical area, knowing that their suspect may not have gotten far or may have left evidence behind. However, in a digital robbery, where should law enforcement begin to look for suspects?
These are the types of questions we will attempt to answer with the help of computer and digital forensics, which are investigation and analysis techniques used to gather and preserve evidence from a computing device. This is a developing field that emerged in the 1980s. Computer forensics is specifically used to collect evidence found on computers and digital storage devices or media such as hard drives, flash drives, mobile devices, and CD-ROMs. The goal of computer forensics is to examine digital evidence to identify, preserve, recover, analyze, and present facts and opinions about the digital information. Forensic investigators are highly trained individuals who can spot very specific details, referred to as digital artifacts. These digital items left behind by end users of devices shed light on the users’ activities. Many specialties have been developed to deal with different types of digital forensics. These include disks, (wired and wireless) networks, databases, malware, and email.
Importantly, as part of the ethical and legal framework in which all this work takes place, investigators must also have a good understanding of cyberterrorism and counterterrorism. This involves defining and understanding intelligence gathering in the context of cybersecurity. The intelligence gathering is a methodical process of collecting, analyzing, and interpreting data to understand and predict the activities of individuals or groups. In the realm of cyberforensics, this often means gathering digital information that can aid in identifying and tracking potential threats, such as cyberterrorists who seek to use digital means to cause harm. On the flip side, counterterrorism efforts in the cyber realm involve defensive actions aimed at preventing, thwarting, or responding to these threats. In the next section, we will cover how forensic investigators go about collecting this vital evidence.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1b, Unit 7, Lesson 3

Original Text: New Content

Updated Text: Cyberbullying
Social media is a great tool, but like many tools—for example, hammers—it can be used either to create or to harm. How a tool is handled is up to the person wielding it. This principle applies both online and offline. Just as we have to be ethical in our physical interactions, so must we ensure our online actions are equally respectful and kind. Social media platforms are awesome at connecting human beings, but they have also given rise to cyberbullying, which makes use of electronic communication to send messages that intimidate or threaten others—many times, children. The phenomenon—which this author calls “courage from behind a keyboard”—describes how people say and post things about a person that they would never say if they were standing in front of that person. Moreover, this discrepancy between online and offline behaviors highlights the need for practicing ethical conduct consistently, whether we're interacting face-to-face or through digital platforms. Social media platforms have facilitated this phenomenon by making it very easy to send or post intimidating or threatening messages. In addition, cyberbullies can be tough to identify because they adopt fake names or can remain totally anonymous on some platforms.
Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Cyberbullying vs. Bullying
What's the difference?
Bullying is nothing new in our society; it has been around for centuries. It's an unfortunate fact that there are some who find comfort in putting other people down. In "traditional" bullying, however, the victim could sometimes get away from the bully by going home or finding some way to put physical distance between them and the bully. With cyberbullying, the victim can't escape the constant messaging and harassment unless the victim just turns off their digital devices altogether, which may not be possible. Constant, hurtful messaging like "You're ugly," "You have no friends," and "You're stupid" take their toll on people. Or perhaps an embarrassing photo of a person is posted on the internet and becomes the subject of constant negative conversation. It's important to remember that these unethical behaviors online would not be acceptable offline and hence should not be practised on any platform. These aspects of bullying are newer.

Cyberbullying can be an uncomfortable subject to talk about, but the discussion is necessary in order to raise awareness. Victims of constant cyberbullying can experience lasting negative consequences regarding their health and wellness, as illustrated below. The following data was provided in response to an annual survey that asks students to identify issues that they attribute to their experiences with cyberbullying.

Component: ***Network Security Fundamentals 1a/1b***

ISBN: 9798986044347

Link to Current Content:
View Current Content

Location: Network Security Fundamentals 1b, Unit 7, Lesson 5

Original Text: New Content

Updated Text: Legal Policies and Privacy
Cyberlaw
A rapidly changing area of cybersecurity has formed on the legal front. Countries have scrambled to find ways to protect their citizens' data and privacy. In this unit, we have briefly examined cyber incidents from across the globe. Countries have different cultures, governments, philosophies, customs, and laws. Cyberlaw represents an entire field of work in its own right—one that you may be interested in exploring for yourself. This lesson provides just a brief overview of the complex landscape covered by cyberlaw.
Global law firm DLA Piper provides a world map that details the extent to which the law of data privacy is developed in different countries. This is a fantastic resource for researching the laws countries currently have on their books and the types of laws they could implement in the future. In the United States alone, there are industry-specific laws that address financial markets, telecommunications companies, healthcare information, credit information, and children's information. Each state also has its own data privacy laws; some states' laws are more restrictive than those of others. Any business that stores information about its customers must be aware of and adhere to the laws and regulations in the jurisdiction where the company's customers live. Compliance can be a daunting task for system administrators and chief information security officers.
While this lesson offers a snapshot of the ever-evolving field of cyberlaw, it's vital to understand the legal ramifications of violating these laws. Penalties for non-compliance can range from hefty fines to criminal charges, which could have significant impacts on both individuals and businesses. Furthermore, non-compliance with data privacy laws could potentially lead to damaging breaches of customer data, causing severe reputational damage and loss of trust.

Cyberlaw and Policing
As we have discussed many times in this course, some data protection laws deal specifically with encryption as a method of protecting data. However, a secondary issue arises after data encryption: What happens if law enforcement needs

access to that data and an individual or organiztion will not provide the encryption key? This is a complicated issue that has been playing out in the legal system.
One such event occurred in late 2015 and 2016. In December 2015, Syed Farook went on a shooting spree in San Bernadino, California, killing 14 of his coworkers. Farook was evetually killed in a shootout with police that same day. During the investigation, the police recovered Farook's Apple iPhone as evidence. The phone was locked with a four-digit passcode that the FBI was unable to determine. The FBI requsted Apple's assistance to open the suspect's phone to see if he had been in contact with any other terrorist organizations or acted alone. Specifically, they requested that Apple create a special version of its operating system to allow an unlimited number of attempts to crack the four-digit code without erasing any of the data.
Eventually, the FBI abrubtly dropped its case against Apple. It was reported that the FBI had gained acces to the data without Apple's assistance by allegedly engaging an Israeli data company to break into the device. This case is just one example of many in which law enforcement requested access to digital data as part of an investigation. The Apple case just happens to be one of the most public ones. It's crucial to comprehend the potential legal ramifications of such cases, as they often set precedents for future cyberlaw practices and regulations. This is especially pertinent for security professionals who must ensure that their practices align with evolving legal standards and public expectations of privacy.

Publisher: Savvas Learning

Fundamentals of Computer Science

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

Component: *Fundamentals of Computer Science for Texas Student Edition*

ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 171

Location: At bottom of page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for modulus division to find the remainder when you divide 595 by 22

Component: *Fundamentals of Computer Science for Texas Student Edition*

ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 7

Location: Operating Systems

Original Text: Popular operating systems for laptop and desktop computers include Windows, macOS, and Linux. Some version of macOS runs all Apple Macintosh computers. Microsoft Windows runs on most non-Apple personal computers. Linux is an open-source operating system, which means the source code used to create it is available to the public. Google's Chrome OS is based on Linux. Popular operating systems for mobile devices include Android and iOS. iOS is used exclusively on Apple mobile devies. Android runs on devices manufactured by many companies. Android is considered to be more open and customizable.

Updated Text: Operating System Comparison Operating System Developer Devices Audiences/Uses Features Windows Microsoft (1985) PCs, servers, IoT devices, mobile Home, business, gaming Broad software compatibility, friendly user interface MacOS Apple (2001) PCs (Mac) Business (graphic design, video editing, music production) Compatibility with Apple ecosystem iOS Apple (2007) Mobile (iPhone, iPad) Home, business communication, gaming Compatibility with Apple ecosystem, robust security Android Google/Open Handset Alliance (2008) Mobile (smartphones, tablets) Home, business communication, gaming Compatibility with Google ecosystem, customizable UNIX Bell Labs (1970s) Workstations, mainframes Business Stability, reliability Linux Linus Torvalds (1991) Servers, desktops, smartphones (via Android) Home, business Open source, flexibility

Component: *Fundamentals of Computer Science for Texas Teacher Edition*

ISBN: 9780138045104

Link to Current Content:
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Current Page Number(s): 171

Location: At bottom of page on inset student page

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Updated Text: Operating System Comparison Operating System Developer Devices Audiences/Uses Features Windows Microsoft (1985) PCs, servers, IoT devices, mobile Home, business, gaming Broad software compatibility, friendly user interface MacOS Apple (2001) PCs (Mac) Business (graphic design, video editing, music production) Compatibility with Apple ecosystem iOS Apple (2007) Mobile (iPhone, iPad) Home, business communication, gaming Compatibility with Apple ecosystem, robust security Android Google/Open Handset Alliance (2008) Mobile (smartphones, tablets) Home, business communication, gaming Compatibility with Google ecosystem, customizable UNIX Bell Labs (1970s) Workstations, mainframes Business Stability, reliability Linux Linus Torvalds (1991) Servers, desktops, smartphones (via Android) Home, business Open source, flexibility

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ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 40

Location: Bottom half of the page

Original Text: New Content

Updated Text: Web-Based Programming Languages Using a web-based language typically means writing and executing code directly in a web browser. This approach offers various advantages, such as accessibility, collaboration, and ease of sharing. Methods for using web-based language development include: 1. Online Integrated Development Environments (IDEs): Web-based IDEs provide a complete development environment accessible through a browser. These platforms usually include code editors, debugging tools, and compilers/interpreters for various programming languages. Examples include Replit, CodeSandbox, and Glitch. 2. Code Playground: Code playgrounds are online platforms that allow you to write, run, and experiment with code snippets in real time. They often support multiple programming languages and provide immediate feedback on the output. Popular playgrounds include JSFiddle, CodePen, and PythonAnywhere. 3. Cloud-based Development Environments: Cloud-based development environments, like AWS Cloud9 and Gitpod, enable you to develop and run code entirely in the cloud. These platforms provide a full-featured IDE accessible via a web browser and are particularly useful for collaborative projects. 4. Web-based Notebooks: Jupyter Notebook and Google Colab are examples of web-based notebook environments that allow you to combine code, visualizations, and explanatory text in a single document. Notebooks are widely used for data analysis, machine learning, and scientific computing. 5. Online Code Editors: Several web-based code editors, such as Visual Studio Code (VS Code) and Atom, can be run directly in a browser using web-based versions or through browser extensions. These editors offer powerful features, extensions, and integrations with various programming languages. 6. Web-based Language-Specific Tools: Some programming languages have their web-based tools for development and execution. For instance, JavaScript has websites like JS Bin and JSfiddle, which provide environments tailored specifically for JavaScript coding and testing.

Component: ***Fundamentals of Computer Science for Texas Student Edition***

ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: Checkpoint

Original Text: What fundamental set of programs control the internal operations of the computer's hardware? What operating system runs on all Apple Macintosh computers? What operating system has a source code that is available to the public? What do you call a program that performs a specialized task, such as a virus scanner, a file compression program, or a data backup program? Python is an example of what type of programming language? Word processing programs, spreadsheet programs, email programs, web browsers, and game programs belong to what category of software?

Updated Text: n/a

Component: ***Fundamentals of Computer Science for Texas Student Edition***

ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 529

Location: New / Replace Content; 2nd half of the page

Original Text: Many computer crimes start when an unauthorized user hacks, or gains unauthorized entry, into a computer network. This often happens when the intruder learns the password to access the victim's computer and the

network. Too often, computer users choose passwords that are easy for them to remember, such as birthdates, names of pets, names of celebrities, and names of family members. Unfortunately, these passwords are also easy for intruders to guess. Surprisingly, the most common passwords used are “password” and “123456,” both of which are extremely weak. Always use a strong password. Don’t use things like family names, nicknames, or birth dates. Random passwords are often the strongest, like S3nD3v?. Use a combination of at least six upper- and lowercase letters, numbers, and symbols. Often the site will let you know if your password is strong enough. Some sites require you to use a passphrase, which is similar to a password but is longer and includes a string of words, not just characters.Other tips for a strong password or passphrase include: Change your password or passphrase every few months. Some sites may require this. Do not keep a record of your passwords or passphrases on your computer or on a piece of paper near your computer. Never give out your passwords or passphrases to anyone. Never type a password or passphrase while someone is watching. Most websites now offer multifactor authentication, which adds a second or even third layer of security to password access. Multifactor authentication requires you to use two or more verification factors to access a resource. It can be used for devices, like a smartphone, tablet, or computer, or for access to an online account or private network. For example, instead of just entering a password, you might also have to enter a biometric identifier, such as a fingerprint or face scan, a code that you receive via text or email on a different, verified device, or the answer to a security question.

Updated Text: Strong passwords are critical to maintaining secure online accounts and protecting personal, financial, or otherwise sensitive information from unauthorized access. Here are some of the key values of using strong passwords: 1. Prevent Unauthorized Access: Strong passwords help protect your accounts from unauthorized access. This is particularly important for accounts that contain sensitive information, such as email accounts, banking, social media, and online shopping accounts. 2. Protect Personal Information: Passwords often serve as the first line of defense in protecting your personal information. A strong password can prevent someone from accessing your personal data, including your address, phone number, social security number, and financial information. 3. Defend Against Identity Theft: If someone gains unauthorized access to your personal information, they could potentially impersonate you, leading to identity theft. A strong password makes it much more difficult for someone to access this information. 4. Avoid Financial Loss: Strong passwords are especially critical for online banking and e-commerce sites where your financial information is stored. If someone gains access to these accounts, they could make unauthorized transactions, leading to potential financial loss. 5. Prevent Damage to Reputation: If someone gains access to your social media or professional networking accounts, they could potentially damage your reputation by posting inappropriate or damaging content. 6. Safeguard Confidential Business Information: If you use passwords for work-related applications or data, a strong password can protect this sensitive information from competitors or other unauthorized parties. 7. Reduce the risk of cyber attacks: Strong passwords can also help prevent cyber attacks such as brute force attacks, where attackers try to gain access to your account by systematically checking all possible passwords until the correct one is found. In summary, strong passwords are essential for online security. They protect personal, financial, and professional information from unauthorized access and misuse. The stronger your password, the more protected you are from threats and potential cybercrime.

Component: ***Fundamentals of Computer Science for Texas Teacher Edition***

ISBN: 9780138045104

Link to Current Content:
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Current Page Number(s): 40

Location: Bottom half of student inset page

Original Text: New Content

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include Replit, CodeSandbox, and Glitch. 2. Code Playground: Code playgrounds are online platforms that allow you to write, run, and experiment with code snippets in real time. They often support multiple programming languages and provide immediate feedback on the output. Popular playgrounds include JSFiddle, CodePen, and PythonAnywhere. 3. Cloud-based Development Environments: Cloud-based development environments, like AWS Cloud9 and Gitpod, enable you to develop and run code entirely in the cloud. These platforms provide a full-featured IDE accessible via a web browser and are particularly useful for collaborative projects. 4. Web-based Notebooks: Jupyter Notebook and Google Colab are examples of web-based notebook environments that allow you to combine code, visualizations, and explanatory text in a single document. Notebooks are widely used for data analysis, machine learning, and scientific computing. 5. Online Code Editors: Several web-based code editors, such as Visual Studio Code (VS Code) and Atom, can be run directly in a browser using web-based versions or through browser extensions. These editors offer powerful features, extensions, and integrations with various programming languages. 6. Web-based Language-Specific Tools: Some programming languages have their web-based tools for development and execution. For instance, JavaScript has websites like JS Bin and JSfiddle, which provide environments tailored specifically for JavaScript coding and testing.

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Link to Current Content:
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Original Text: What fundamental set of programs control the internal operations of the computer's hardware? What operating system runs on all Apple Macintosh computers? What operating system has a source code that is available to the public? What do you call a program that performs a specialized task, such as a virus scanner, a file compression program, or a data backup program? Python is an example of what type of programming language? Word processing programs, spreadsheet programs, email programs, web browsers, and game programs belong to what category of software?

Updated Text: n/a

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Link to Current Content:
View Current Content

Current Page Number(s): 529

Location: New / Replace Content; 2nd half of student inset page

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websites now offer multifactor authentication, which adds a second or even third layer of security to password access. Multifactor authentication requires you to use two or more verification factors to access a resource. It can be used for devices, like a smartphone, tablet, or computer, or for access to an online account or private network. For example, instead of just entering a password, you might also have to enter a biometric identifier, such as a fingerprint or face scan, a code that you receive via text or email on a different, verified device, or the answer to a security question.

Updated Text: Strong passwords are critical to maintaining secure online accounts and protecting personal, financial, or otherwise sensitive information from unauthorized access. Here are some of the key values of using strong passwords: 1. Prevent Unauthorized Access: Strong passwords help protect your accounts from unauthorized access. This is particularly important for accounts that contain sensitive information, such as email accounts, banking, social media, and online shopping accounts. 2. Protect Personal Information: Passwords often serve as the first line of defense in protecting your personal information. A strong password can prevent someone from accessing your personal data, including your address, phone number, social security number, and financial information. 3. Defend Against Identity Theft: If someone gains unauthorized access to your personal information, they could potentially impersonate you, leading to identity theft. A strong password makes it much more difficult for someone to access this information. 4. Avoid Financial Loss: Strong passwords are especially critical for online banking and e-commerce sites where your financial information is stored. If someone gains access to these accounts, they could make unauthorized transactions, leading to potential financial loss. 5. Prevent Damage to Reputation: If someone gains access to your social media or professional networking accounts, they could potentially damage your reputation by posting inappropriate or damaging content. 6. Safeguard Confidential Business Information: If you use passwords for work-related applications or data, a strong password can protect this sensitive information from competitors or other unauthorized parties. 7. Reduce the risk of cyber attacks: Strong passwords can also help prevent cyber attacks such as brute force attacks, where attackers try to gain access to your account by systematically checking all possible passwords until the correct one is found. In summary, strong passwords are essential for online security. They protect personal, financial, and professional information from unauthorized access and misuse. The stronger your password, the more protected you are from threats and potential cybercrime.

Component: ***Fundamentals of Computer Science for Texas Student Edition***

ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 174

Location: After exercise 5

Original Text: New Content

Updated Text: Exercise 1: Subtract the following three-digit numbers Subtract the following three digit numbers.

1. 987 - 123

2. 450 - 300

3. 701 - 500

4. 320 - 215

5. 999 - 777

Exercise 2: Subtracting Decimal Numbers Subtract the following decimal numbers.

1. 15.7 - 8.3

2. 30.04 - 22.99

3. 27.5 - 13.2

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

4. 99.99 - 88.88

5. 45.5 - 20.2

Component: ***Fundamentals of Computer Science for Texas Student Edition***

ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 5

Location: Primary Memory and Secondary Memory

Original Text: Primary memory, or main memory, is the computer's work area. It is also called primary storage. This is where the computer stores a program while the program is running, as well as the data that the program is working with. For example, suppose you are using a word processing program to write an essay for one of your classes. While you do this, both the word processing program and the essay are stored in main memory. One type of primary memory is called random-access memory (RAM). It is called this because the CPU is able to quickly access data stored at any random location in RAM. RAM is usually a volatile type of memory that is used only for temporary storage while a program is running. When the computer is turned off, the contents of RAM are erased. Inside your computer, RAM is stored in chips, similar to the ones shown in Figure 1-5. Another type of primary memory is called read-only memory (ROM). ROM chips store instructions for starting the computer. ROM is nonvolatile memory. It stores data permanently, even when the power to the computer is off. Secondary memory is a type of memory that can hold data for long periods of time, even when there is no power to the computer. Secondary memory is what most people think of as storage, or secondary storage. Programs are normally stored in secondary memory and loaded into main memory as needed. Important data, such as word processing documents, payroll data, and inventory records, is saved to secondary storage, as well. The most common type of secondary storage device is the disk drive. A traditional disk drive stores data by magnetically encoding it onto a spinning circular disk. Solid-state drives store data in solid-state memory. A solid-state drive has no moving parts and operates faster than a traditional disk drive. Most computers have some sort of secondary storage device, either a traditional disk drive or a solid-state drive, mounted inside their case. Even cell phones have internal storage, and can perform as external storage devices, as well. External storage devices, which connect to one of the computer's communication ports, can be used to create backup copies of important data or to move data to another computer.

Updated Text: Primary Memory Primary memory and primary storage are two different terms often used interchangeably, but they actually refer to two distinct concepts within computer architecture. 1. Primary Memory: Also known as main memory, primary memory includes Random Access Memory (RAM) and cache memory. This is the memory used by a computer to execute programs and operations. The CPU can read from or write to this memory very quickly. RAM is volatile, meaning it only retains data while the computer is on. When you turn off the computer, anything stored in RAM is lost. Cache memory, another part of primary memory, is smaller but faster than RAM and stores frequently accessed data to speed up the operation. 2. Primary Storage: This term is often used to refer to the primary location where data is stored, especially in the context of an extensive system or network. This could include both primary memory (like RAM) and non-volatile storage devices, like hard drives or solid-state drives (SSD), which store data even when the computer is turned off. In some contexts, "primary storage" may refer to non-volatile storage devices. This storage can be slower to access than primary memory, but it's used to store data and programs when they're not in active use. So, in general, primary memory refers to the fast, volatile memory that a CPU uses for active operations. In contrast, primary storage can include this memory as well as slower, non-volatile storage devices used for longer-term storage. The exact definitions can vary depending on the context, so it's a good idea to clarify if it's not clear from the situation. Secondary Memory Secondary memory and secondary storage refer to the same concept, which is non-volatile storage in a computer that persists even when the computer is powered off. These terms are often used interchangeably. This form of storage typically includes devices like hard drives, SSDs, CDs, DVDs, USB drives, and other types of storage media. It's where a computer stores data that is not being actively used by its processor (CPU), including the operating system, software programs, and files. To summarize, secondary memory and secondary storage refer to the same thing

but are just different terminologies used in computing. They contrast with primary memory or storage (like RAM), which is faster but volatile, meaning data stored in it is lost when power is removed.

Component: ***Fundamentals of Computer Science for Texas Student Edition***

ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 530

Location: In the Spotlight

Original Text: Imagine you are taking a picture of a sunset over a lake, and your phone slips out of your hands. You watch as it sinks to the bottom. Or, you put it down in the driveway and someone backs a car over it. What happens to your files, contacts, pictures, and videos? Losing a device does not have to be a disaster as long as you have backed up your data. Backing up is simply creating a copy of the data that is stored separately in an off-site or remote location away from the original. You can back up data manually or use a program that performs the backup automatically on a set schedule. You can restore the data to a new device from the backup. Now, think about what happens to your data when you trade in the device for a new one. Is your old data still stored on the old device? Who might have access to it? Deleting a file will not keep it secure. Hackers can easily find deleted files. To make sure information is not left on a device, you must reformat or wipe the drive, which destroys all files. You can clear a smartphone or tablet by resetting it to its factory configuration or using the Erase All command, then removing the SIM card, if there is one. Before you do, however, make sure you back up your contacts, photos, and any other information you want to keep so you can install it on your new device.

Updated Text: n/a

Component: ***Fundamentals of Computer Science for Texas Teacher Edition***

ISBN: 9780138045104

Link to Current Content:
View Current Content

Current Page Number(s): 174

Location: After exercise 5 on inset student page

Original Text: New Content

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Component: ***Fundamentals of Computer Science for Texas Teacher Edition***

ISBN: 9780138045104

Link to Current Content:
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Current Page Number(s): 530

Location: In the Spotlight on inset student page

Original Text: Imagine you are taking a picture of a sunset over a lake, and your phone slips out of your hands. You watch as it sinks to the bottom. Or, you put it down in the driveway and someone backs a car over it. What happens to your files, contacts, pictures, and videos? Losing a device does not have to be a disaster as long as you have backed up your data. Backing up is simply creating a copy of the data that is stored separately in an off-site or remote location away from

the original. You can back up data manually or use a program that performs the backup automatically on a set schedule. You can restore the data to a new device from the backup. Now, think about what happens to your data when you trade in the device for a new one. Is your old data still stored on the old device? Who might have access to it? Deleting a file will not keep it secure. Hackers can easily find deleted files. To make sure information is not left on a device, you must reformat or wipe the drive, which destroys all files. You can clear a smartphone or tablet by resetting it to its factory configuration or using the Erase All command, then removing the SIM card, if there is one. Before you do, however, make sure you back up your contacts, photos, and any other information you want to keep so you can install it on your new device.

Updated Text: n/a

Component: *Fundamentals of Computer Science for Texas Student Edition*

ISBN: 9780138045074

Link to Current Content:
View Current Content

Current Page Number(s): 171

Location: New Short Answer #6

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for multiplication to calculate the number of hours in a five day work week and then uses the mathematical operators for addition and subtraction to calculate the number of hours an employee did not work that week if they worked 3 hours per day.

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Link to Current Content:
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Current Page Number(s): 530

Location: Add to Protecting Data

Original Text: New Content

Updated Text: A computer virus is a type of malicious software program that, once executed, replicates by modifying other computer programs and inserting its own code. It often causes harm by corrupting system data, wasting resources, or disrupting the normal functioning of the computer system. The value of virus protection, especially in our increasingly digital world, cannot be overstated, as it safeguards our sensitive data from cyber threats and malicious software. It provides a critical layer of defense, preventing unauthorized access to our personal and professional information, thereby maintaining privacy, integrity, and system functionality. Moreover, investing in robust virus protection mitigates the risk of costly disruptions and potential loss, fostering confidence and trust in digital technologies.

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ISBN: 9780138045104

Link to Current Content:
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Current Page Number(s): 530

Location: Add to Protecting Data on student inset page

Original Text: New Content

Updated Text: A computer virus is a type of malicious software program that, once executed, replicates by modifying other computer programs and inserting its own code. It often causes harm by corrupting system data, wasting resources, or disrupting the normal functioning of the computer system. The value of virus protection, especially in our increasingly digital world, cannot be overstated, as it safeguards our sensitive data from cyber threats and malicious software. It provides a critical layer of defense, preventing unauthorized access to our personal and professional information, thereby maintaining privacy, integrity, and system functionality. Moreover, investing in robust virus protection mitigates the risk of costly disruptions and potential loss, fostering confidence and trust in digital technologies.

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ISBN: 9780138045104

Link to Current Content:
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Current Page Number(s): 171

Location: New Short Answer #6 on student inset page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for multiplication to calculate the number of hours in a five day work week and then uses the mathematical operators for addition and subtraction to calculate the number of hours an employee did not work that week if they worked 3 hours per day.

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ISBN: 9780138045074

Link to Current Content:
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Current Page Number(s): 527

Location: At bottom of page

Original Text: New Content

Updated Text: Virus prevention procedures are crucial for safeguarding privacy and security in today's digital landscape. They help defend against malware, ransomware, and other malicious software that can compromise sensitive data or grant unauthorized access to personal information. Following proper virus prevention procedures are essential for: • Protection against financial loss • Preservation of reputation • Regulatory compliance • Protection of intellectual property • National security • Personal privacy By implementing robust virus protection measures, individuals and organizations can mitigate the risk of data breaches, identity theft, and other cyber threats, ensuring the integrity and confidentiality of their digital assets.

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ISBN: 9780138045074

Link to Current Content:
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Current Page Number(s): 158

Location: At bottom of page

Original Text: New Content

Updated Text: 1. Integer division (also known as "floor division"): Integer division is the mathematical division operation where the decimal portion of the division result is truncated or rounded down, resulting in an integer. For example, in Python, integer division is performed using the // operator. If you perform the operation 9 // 4, the result will be 2, not 2.25. 2. Real division (also known as "floating-point division"): Real division is the mathematical division operation where the complete quotient is preserved, including the decimal portion. For instance, in Python, real division is performed using the / operator. If you perform the operation 9 / 4, the result will be 2.25. In many programming languages, the type of division performed depends on the types of the numbers being divided. If both numbers are integers, then integer division is often the default. If one or both numbers are floating-point numbers (which can represent non-integer values), then real division is typically used. However, this behavior can vary between languages, so it's always a good idea to check the specific rules for the language you're using.

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Link to Current Content:
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Current Page Number(s): 527

Location: At bottom of page on inset student page

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ISBN: 9780138045104

Link to Current Content:
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Current Page Number(s): 158

Location: At bottom of page on inset student page

Original Text: New Content

Updated Text: 1. Integer division (also known as "floor division"): Integer division is the mathematical division operation where the decimal portion of the division result is truncated or rounded down, resulting in an integer. For example, in Python, integer division is performed using the // operator. If you perform the operation 9 // 4, the result will be 2, not 2.25. 2. Real division (also known as "floating-point division"): Real division is the mathematical division operation where the complete quotient is preserved, including the decimal portion. For instance, in Python, real division is performed using the / operator. If you perform the operation 9 / 4, the result will be 2.25. In many programming languages, the type of division performed depends on the types of the numbers being divided. If both numbers are integers, then integer division is often the default. If one or both numbers are floating-point numbers (which can represent non-integer values), then real division is typically used. However, this behavior can vary between languages, so it's always a good idea to check the specific rules for the language you're using.

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Link to Current Content:
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Current Page Number(s): 3

Location: The CPU

Original Text: New Content

Updated Text: A central processing unit (CPU) executes programs by performing a series of basic operations in a specific order. The CPU follows instructions provided by the program and carries out various tasks to perform calculations, manipulate data, and control the flow of the program. Here is a high-level overview of how a CPU runs or executes programs:

1. Fetch: The CPU fetches the next instruction from the program stored in memory. The program counter (PC) keeps track of the memory address of the next instruction to be executed.

2. Decode: The fetched instruction is decoded to determine the operation to be performed and the operands involved. The CPU's instruction set architecture defines the format and meaning of instructions.

3. Execute: The CPU executes the instruction by performing the required operation. This may involve arithmetic calculations, logical operations, data movement, or control flow instructions such as branches or jumps.

4. Memory Access: If the instruction requires accessing data from memory, the CPU fetches the data from or stores the data to the appropriate memory location. This step ensures that the CPU can read and write data as needed during program execution.

5. Write Back: After the instruction is executed, the results are written back to the appropriate registers or memory locations, depending on the operation performed.

6. Update Program Counter: The program counter (PC) is updated to point to the next instruction in memory, allowing the CPU to fetch the subsequent instruction and repeat the process. The CPU repeats these steps continuously, fetching, decoding, executing, and updating the program counter until the program is complete.

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ISBN: 9780138045074

Link to Current Content:
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Current Page Number(s): 174

Location: At bottom of page

Original Text: New Content

Updated Text: In this exercise you will practice integer division and reinforce understanding of division operations with whole numbers. Instructions: 1. Divide the following pairs of numbers using integer division and write down the quotient (whole number result) without any remainders or decimals. a) 42 ÷ 9 b)10/ 3 C)63/5 d)17/5 2. Solve the following word problems involving integer division. Write down the quotient as the answer. a) John has 75 apples that he wants to distribute equally among his 6friends. How many apples will each friend receive? b) A box contains 64 chocolates, and they need to be divided equally into 7 smaller boxes. How many chocolates will each smaller box contain? c) A farmer has 90 eggs and wants to place them in cartons. Each carton can hold 7eggs. How many cartons will the farmer need? 3.

Challenge: Solve the following division problem and write down the quotient without any remainders or decimals. a) 267 ÷ 9 =

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Link to Current Content:
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Current Page Number(s): 3

Location: The CPU on inset student page

Original Text: New Content

Updated Text: A central processing unit (CPU) executes programs by performing a series of basic operations in a specific order. The CPU follows instructions provided by the program and carries out various tasks to perform calculations, manipulate data, and control the flow of the program. Here is a high-level overview of how a CPU runs or executes programs: 1. Fetch: The CPU fetches the next instruction from the program stored in memory. The program counter (PC) keeps track of the memory address of the next instruction to be executed. 2. Decode: The fetched instruction is decoded to determine the operation to be performed and the operands involved. The CPU's instruction set architecture defines the format and meaning of instructions. 3. Execute: The CPU executes the instruction by performing the required operation. This may involve arithmetic calculations, logical operations, data movement, or control flow instructions such as branches or jumps. 4. Memory Access: If the instruction requires accessing data from memory, the CPU fetches the data from or stores the data to the appropriate memory location. This step ensures that the CPU can read and write data as needed during program execution. 5. Write Back: After the instruction is executed, the results are written back to the appropriate registers or memory locations, depending on the operation performed. 6. Update Program Counter: The program counter (PC) is updated to point to the next instruction in memory, allowing the CPU to fetch the subsequent instruction and repeat the process. The CPU repeats these steps continuously, fetching, decoding, executing, and updating the program counter until the program is complete.

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Location: At bottom of page on inset student page

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ISBN: 9780138045074

Proclamation 2024: Report of New Content Addendum (11/08/2023)

*updated since previous report

Link to Current Content:
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Current Page Number(s): 171

Location: At bottom of page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for integer division to find the result of the calculation 595 / 6.

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Link to Current Content:
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Current Page Number(s): 4

Location: Figure 1-4

Original Text: Remove Figure 1-4

Updated Text: n/a

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ISBN: 9780138045104

Current Page Number(s): 171

Location: At bottom of page on inset student page

Original Text: New Content

Updated Text: Write an algorithm that uses the mathematical operator for integer division to find the result of the calculation 595 / 6.

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Link to Current Content:
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Current Page Number(s): 4

Location: Figure 1-4

Original Text: Remove Figure 1-4

Updated Text: n/a

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ISBN: 9780138045074

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Current Page Number(s): 174

Location: At bottom of page

Original Text: New Content

Updated Text: Exercise 1. Perform the modulus division operation and evaluate the given expression using the modulus operator (%). Calculate the remainder obtained when dividing the dividend by the divisor. Determine the result of the expression. Expression: (83 + 7) % 10 Solution: Step 1: Add the numbers inside the parentheses. 83 + 7 = 90 Step 2: Perform modulus division using the result from Step 1. 90 % 10 = 0 Exercise 2: Compute the value of (24 + 12) % 7 using modulus division. Solution: Step 1: Add the values inside the parentheses: 24 + 12 = 36. Step 2: Perform modulus division on the sum obtained in Step 1 by dividing it by 7 and finding the remainder: 36 % 7 = 1.

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Link to Current Content:
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Current Page Number(s): 6

Location: Following Output Devices

Original Text: New Content

Updated Text: Peripheral Devices Peripheral computer devices are external hardware components that connect to a computer system to expand its capabilities and provide additional functionality. These devices interact with the computer system, allowing users to input, output, and store information. They enhance the overall user experience, allow users to perform tasks more efficiently, and enable the computer to interact with the external world.

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Current Page Number(s): 6

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