Proclamation 2024 Comprehensive Report of Editorial Changes (Publishers A–L)

This comprehensive report includes publishers' editorial changes and responses to feedback submitted by the state review panels. These changes will be included in the final versions provided to schools as a condition of adoption by the SBOE.

Publisher: Accelerate Learning Inc.

Science, Grade K

Program: STEMscopes Science TX - Kindergarten: TEKS

Feedback and Publisher Responses

Component: ***STEMscopes Science TX - Kindergarten (Online)***
ISBN: 9798888266786

Page Number(s): 25

URL:

View Content

Feedback Text: This entire packet contains student content and ideas that are developmentally inappropriate for a Kindergartener, possibly even for a gifted Kindergartener.

Publisher Response: Citation was accepted by SRP - content is teacher facing and meant to be teacher facilitated and we will design a developmentally appropriate student facing document

Component: ***STEMscopes Science TX - Kindergarten (Online)***
ISBN: 9798888266786

Page Number(s): Activity Section -Guided Practice section - 3a (plants)

URL:

View Content

Feedback Text: In order to meet the breakout, the emphasis on cause and effect should be clearer in the lesson plan.

Publisher Response: Citation was accepted by SRP - additional information will be added to the teacher facilitation

Component: ***STEMscopes Science TX - Kindergarten (Online)***
ISBN: 9798888266786

Page Number(s): Activity section, step 2

URL:

View Content

Feedback Text: Some language regarding an oral or pictorial explanation might be helpful at the Kinder level.

Publisher Response: Will add to teacher facilitation as differentiation option

Component: ***STEMscopes Science TX - Kindergarten (Online)***
ISBN: 9798888266786

Page Number(s): Activity section, step 2

URL:

View Content

Feedback Text: Prompt should also include allowance for oral or pictorial response.

Publisher Response: Will add to teacher facilitation as differentiation option

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Activity section, step 2

URL:

View Content

Feedback Text: Make sure activities are developmentally appropriate for the age group.

Publisher Response: Content was reviewed and deemed developmentally appropriate

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): all

Feedback Text: These questions are very awkward. Suggestion: “Why do we need to wear these goggles to be safe?” “What else do we need to do during this experiment to be safe?

Publisher Response: Questions will go through the copy edit process to verify appropriateness.

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): all

Feedback Text: Even as a narrative read by the teacher, some of these concepts will be above the head of a Kindergartener. Especially the scientist who invented the special magnet.

Publisher Response: We will adjust the level to be developmentally appropriate

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Answer Key: Plant and Animal Math, page 4 Pretty and Tasty

URL:

View Content

Feedback Text: Graphics should be uniform in color.

Publisher Response: SRP review committee accepted the citation. When the final print documents are in books they will be uniform in color

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Mini-Lesson: I Spy Rock and Soil Uses. Activity #3 - 8

URL:

View Content

Feedback Text: This needs to be more explicit in the explanation. It seems like the activity is a stretch to meet the needs of the breakout. You still have to keep in mind that this activity is for kindergarten students.

Publisher Response: This was adjusted in the new content submitted to SRP

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Mini-lesson: Sweet Seedlings, Activity section - step 8

URL:

View Content

Feedback Text: Make sure you add a section that specifies what teachers might say as they are demonstrating how to use the hand lense.

Publisher Response: This feedback is addressed in safety section of curriculum

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Mini-lesson: Sweet Seedlings, Activity section - step 8

URL:

View Content

Feedback Text: Need to be more specific about hand lens safety in this part of the plan so that teachers can better fulfill this standard.

Publisher Response: This feedback is addressed in safety section of curriculum

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Page 1 - external evidence, page 2 - Claim section

URL:

View Content

Feedback Text: We feel that from the weather information it is actually unclear what the weather will be the next day. If on Saturday there was a storm all day and night, the students could make a better more educated guess. From this data, students may be confused and unable to draw a clear conclusion.

Publisher Response: Citation was accepted by SRP without the change, the curriculum team will review and adjust the weather data for Saturday

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Page 4, Scientists and Models Section

URL:

View Content

Feedback Text: MANY of the words on this specific page are FAR too advanced for Kindergarteners. "Accurate", "duplicate", "limitations", etc. There are too many tier 2 words here to explicitly teach and it is not age appropriate.

Publisher Response: Citation was accepted by SRP - content is teacher facing and meant to be teacher facilitated and we will design a developmentally appropriate student facing document

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Page 4, Scientists and Models Section

URL:

View Content

Feedback Text: Inappropriate vocabulary to grade level

Publisher Response: Adjustment made to include appropriate level of reading

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): Page 5, Engineers and Models

URL:

View Content

Feedback Text: Once again, incredibly inappropriate vocabulary and concept for students in Kindergarten. They cannot conceptualize the inner workings of a soda machine.

Publisher Response: Citation was accepted by SRP - content is teacher facing and meant to be teacher facilitated and we will design a developmentally appropriate student facing document

Component: *STEMscopes Science TX - Kindergarten (Online)*
ISBN: 9798888266786

Page Number(s): pgs. 1-2

URL:

View Content

Feedback Text: There only needs to be one moon on the cut out page.

Publisher Response: Will remove the extra image

Publisher: Accelerate Learning Inc.

Science, Grade 1

Program: STEMscopes Science TX - Grade 1 : TEKS

Editorial Changes

Component: *STEMscopes Science TX - Grade 1 (Online)*
ISBN: 9798888266793

Type: Editorial Change

Current Page Number(s): 5, 7, 8

Location: Sections titled:

- Explaining Why Water Conservation Is Important

- Describing Ways to Conserve Water

  Original Text: Adjusted language to highlight natural resources in Texas

  Updated Text: Texas natural resources include water, soil, trees and plants, minerals, wind, sun, oil, gas and coal. (Image Include a natural resources map of Texas). The three R's of conservation. are reduce (use less), reuse (use again), and recycle (use for a different purpose). Beginning water conservation efforts at home and school helps students understand how everyone is responsible for ensuring that there is enough available fresh water.

  Feedback and Publisher Responses

  Component: *STEMscopes Science TX - Grade 1 (Online)*
  ISBN: 9798888266809

  Page Number(s): Activity section - Test section, step 2

  URL:

  View Content

  Feedback Text: Looking at this through the teacher perspective, I need more in the explanation for the activity--a visual of possible builds, what are the sharp objects that the students could be dealing with.

  Publisher Response: Will add a visual for teachers

Publisher: Accelerate Learning Inc.

Science, Grade 2

Program: STEMscopes Science TX - Grade 2: ELPS

Editorial Changes

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266816

Type: Editorial Change

Current Page Number(s): 1,9,13

Location: Key Q 8, Key Q10

Original Text: Page 1, Question 8, Key: B Page 9, Question 8, Answer Choice: B Page 13, Sample Student Response: Answers may vary. A possible student response could include the following: The teacher should pull with greater force. This will make the wagon go faster. The teacher should also pull and not push the wagon.

Updated Text: Page 1, Question 8, Key: A Page 9, Question 8, Answer Choice: A Page 13, Sample Student Response: Answers may vary. A possible student response could include the following: The teacher should pull with greater force. This will make the wagon go faster.

Program: STEMscopes Science TX - Grade 2: TEKS

Editorial Changes

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266816

Type: Editorial Change

Current Page Number(s): 3

Location: Sections: Describing How Human Impact Can Be Limited by Conserving and Properly Disposing of Materials; Reduce; Reuse; Recycle

Original Text: Clarified language on human use of resources and brainstorm ideas to use with students

Updated Text: See the New Content link and highlighted text for updated content.

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Activity section, step 5 (then 4 again)

URL:

View Content

Feedback Text: suggest adding the structures for helping animals FIND air, so that when the students do step 5 in comparing, they are fully hitting what this SE is about.

Publisher Response: Change will be made to teacher facilitation

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): All

URL:

View Content

Feedback Text: activity is unclear about whether the students are measuring the giraffe's neck or measuring the whole picture of the giraffe (feet to ears). The large picture shows a line for the neck but the fill it the blank statement seems to refer to the whole animal.

Publisher Response: Adjustment will be made

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Girl's statement in word bubble

URL:

View Content

Feedback Text: strongly recommend that a student generated explanation is added to this. The way it currently is written, the student is identifying which student is correct, not explaining why they are correct, as the verb of the SE requires

Publisher Response: Change will be made

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Mini-Lesson, Activity, Explore, Number 6.

URL:

View Content

Feedback Text: suggest providing a sentence stem here to support students. something like: "the ____ structure is _____. Because it has/is _____ it is able to _____"

Publisher Response: Change will be added to the teacher facilitation

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Mini-Lesson, Activity, Explore, Number 7, first indent.

URL:

View Content

Feedback Text: Reword last bullet. Currently reads "The Sun is a form of energy that gives off light and heat." It should say "the sun is a star that gives of light energy and heat energy" (although the reason we have heat on Earth is because of radiant light energy, not because the sun's heat travels through space.

Publisher Response: Change will be made

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Mini-lesson, activity, explore, steps 6-11

URL:

View Content

Feedback Text: I like the explore activity!

Publisher Response: no change needed

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Mini-Lesson, Engage Activity, Number 2, bullet 3.

URL:

View Content

Feedback Text: It is very important that students do not inadvertently get the impression that the sun's heat travels through space to heat up the Earth. It is the LIGHT ENERGY from the sun which is transferred to heat energy once it interacts with our atmosphere that warms Earth. Please adjust the wording of the questions to prevent student misconceptions.

Publisher Response: Lesson will be reviewed and updated

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Mini-lesson, explore, steps 7-15

URL:

View Content

Feedback Text: would suggest strengthening the connection to the RTC in this citation. it is there, but it will not be very visible to students. perhaps using a question for #15 such as "what caused the red line in the thermometer to change?" would be more aligned to the SE

Publisher Response: Will be added to the teacher facilitation

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Number 3

URL:

View Content

Feedback Text: what the students are writing about is technically a pattern, but the students are not asked to articulate it as a pattern, which would strengthen the connection to the recurring theme/concept.

Publisher Response: Will be added to the teacher facilitation

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Page 1, Number 2

URL:

View Content

Feedback Text: to make the connection to the RTC stronger, I would suggest including questions that give students the opportunity to answer how the structure of the seed or fruit makes it possible for it to function in the way it does for the plant.

Publisher Response: change will be made to teacher facilitation

Component: *STEMscopes Science TX - Grade 2 (Online)*
ISBN: 9798888266823

Page Number(s): Page 26, Name of Engineer

URL:

View Content

Feedback Text: Recommend changing the second line to "Name of Scientist or Engineer"

Publisher Response: change will be made to document

Publisher: Accelerate Learning Inc.

Science, Grade 4

Program: STEMscopes Science TX - Grade 4: TEKS

Editorial Changes

Component: *STEMscopes Science TX - Grade 4*
ISBN: 9798888266854

Type: Editorial Change

Current Page Number(s): 136

Location: https://drive.google.com/file/d/1BPtptU7B0Y8YXajl23w9wuEzoW8znKs9/view?usp=drive_link

Original Text: All energy sources have advantages and disadvantages.

Updated Text: page 136 highlighted content provides a table that shows advantages and disadvantages of renewable and nonrenewable resources

Component: *STEMscopes Science TX - Grade 4*
ISBN: 9798888266854

Type: Editorial Change

Current Page Number(s): 2

Location: q5

Original Text: Why is recycling so important for our environment? A It prevents the waste of renewable and nonrenewable resources. B It prevents the waste of renewable resources only. C It prevents the use of any nonrenewable resources. D It decreases the amount of time we can use renewable and nonrenewable resources

Updated Text: What is one disadvantage of renewable energy sources such as wind, water, and sunlight? A. They are non-polluting B. They are inexhaustible C. They depend on predictable weather conditions D. They reduce dependence on foreign oil

Component: *STEMscopes Science TX - Grade 4*
ISBN: 9798888266854

Type: Editorial Change

Current Page Number(s): Advantages and Disadvantages section

Location: page 7-9 highlighted text

Original Text: Renewable resources may also appear to be universally environmentally friendly. However, they are not a perfect solution in all environments. While hydroelectric energy does not generally contaminate the environment, the building of the dam can change and harm existing ecosystems. Putting large wind turbines into an existing ecosystem can also disrupt the habitat. Every source of energy has an environmental impact; however, renewable resources tend to be easier on the environment than nonrenewable resources are.

Updated Text: See highlighted text on document for changes made.

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Grade 4 (Online)*
ISBN: 9798888266861

Page Number(s): #5, page 3

URL:

View Content

Feedback Text: Fill in the blank does not align with the STAAR item types for 5th grade. This would be a good drag and drop or in-line text option for students.

Publisher Response: will be in-line with technical enhancement

Component: *STEMscopes Science TX - Grade 4 (Online)*
ISBN: 9798888266861

Page Number(s): #7, page 4

URL:

View Content

Feedback Text: This is listed as a Student Handout, but it lists the answers to this question. This should not be provided to students.

Publisher Response: Student handout was updated to remove answers

Component: *STEMscopes Science TX - Grade 4 (Online)*
ISBN: 9798888266861

Page Number(s): Page 1, Instructions and Steps 1, 2, and 3

URL:

View Content

Feedback Text: The box for procedures box is too small for students to write them all out.

Publisher Response: Spacing will be reviewed for final print

Component: *STEMscopes Science TX - Grade 4 (Online)*
ISBN: 9798888266861

Page Number(s): Page 9, Connect It Chart

URL:

View Content

Feedback Text: The graphic is very small compared to the rest of the page. When printed out, it may be hard for readers to see graphics and read captions.

Publisher Response: All images were reviewed for appropriate sizing for final print.

Component: *STEMscopes Science TX - Grade 4 (Online)*
ISBN: 9798888266861

Page Number(s): Prediction of what the Moon looks like from Earth column

URL:

View Content

Feedback Text: Should the "Actual Observations of the Moon from Earth" column include the images? I feel that this gives students the answer before they predict and does not require them to verify their prediction. Having the images removed would better allow students to demonstrate this breakout.

Publisher Response: Images were removed from the handout

Component: *STEMscopes Science TX - Grade 4 (Online)*
ISBN: 9798888266861

Page Number(s): Question #1

URL:

View Content

Feedback Text: Are all of the questions in this Pulse Check #1? The question about sound was the second question on our view. It would be helpful to have these numbered to help teachers and students.

Publisher Response: tech enhancement

Publisher: Accelerate Learning Inc.

Science, Grade 5

Program: STEMscopes Science TX - Grade 5 : TEKS

Editorial Changes

Component: ***STEMscopes Science TX - Grade 5 (online)***
ISBN: 9798888266885

Type: Editorial Change

Current Page Number(s): 1-3

Location: paragraphs 1,2,3,4,5,7

Original Text: refer to the link for updated content - strike through text shows original content

Updated Text: See the link for updated content and refer to highlighted text

Component: ***STEMscopes Science TX - Grade 5 (online)***
ISBN: 9798888266885

Type: Editorial Change

Current Page Number(s): 2, 4

Location: pages 2 and 4

Original Text: Strikethrough text in updated content link

Updated Text: yellow highlighted text in updated content link

Component: ***STEMscopes Science TX - Grade 5 (online)***
ISBN: 9798888266885

Type: Editorial Change

Current Page Number(s): Activity Starter

Location: Step 4, bullet 4

Original Text: What are some resources we should try to conserve, or save? Accept all answers at this time. Possible student responses could include the following: conserving nonrenewable resources like fossil fuels (oil, coal, and natural gas) that we might run out of and that pollute the air or conserving clean drinking water supplies.

Updated Text: What are some resources we should try to conserve, or save? Accept all answers at this time. Possible student responses could include the following: preventing soil erosion so we have more land to grow food and we don't fill up streams with deposited sediment; conserving nonrenewable resources like fossil fuels (oil, coal, and natural gas) that we might run out of and that pollute the air or conserving clean drinking water supplies.

Component: ***STEMscopes Science TX - Grade 5 (online)***
ISBN: 9798888266885

Type: Editorial Change

Current Page Number(s): page 1

Location: Under preparation, bullet 3, sub-bullet 3

Original Text: Ways to conserve nonrenewable resources to reduce emissions and decrease air pollution

Updated Text: Ways to conserve nonrenewable resources

Component: *STEMscopes Science TX - Grade 5 (online)*
ISBN: 9798888266885

Type: Editorial Change

Current Page Number(s): page 2-4

Location: Paragraphs under the headings "Transportation" "Energy usage" "Food" "Manufacturing" and "Taking Action"

Original Text: TransportationHumans need to find solutions for changing how we get around. Our current transportation modes account for one-half of all air pollution, one-third of greenhouse gas emissions, one-quarter of air contamination, and one-fifth of water toxicity. Reducing our use of these current transportation modes and planning to use alternative modes will reduce the amount of pollution in the air. It will also help conserve nonrenewable resources like oil used to power cars and other vehicles.Energy usage Humans can select more renewable energy sources (wind, solar, hydroelectric, and geothermal) to conserve our nonrenewable resources. We can also reduce our energy use and use energy-efficient appliances and materials. Food Humans can make an effort to choose in-season, locally grown foods. This conserves the oil and gas that is resources needed to transport produce grown in different regions of the world. far away and cuts down on the pollution caused by transporting those goods.

Updated Text: Updated text is highlighted YELLOW in link to updated content.

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Grade 5 (Online)*
ISBN: 9798888266885

Page Number(s): Page 5, Paragraph 2

URL:

View Content

Feedback Text: "Sugar will dissolve in waterquickly, but oatmeal will not."This gives the impression that oatmeal will dissolve -- perhaps slowly.

Publisher Response: change will be made

Publisher: Accelerate Learning Inc.

Science, Grade 6

Program: STEMscopes Science TX - Grade 6 : TEKS

Editorial Changes

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266892

Type: Editorial Change

Current Page Number(s): 1

Location: Periodic Table of Elements section

Original Text: images were next to each other

Updated Text: image adjusted to recolor SC and rare earth elements image moved to below appropriate paragraph

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): NA

Location: Resource Management

Original Text: New word choice

Updated Text: Update the directions for the Activity 4. Cost-benefit analysis is not limited to monetary costs. It weights the pros and cons in order to identify the best solution to a problem. Discuss this with students prior to their beginning research. 5. Have devices available to research the costs and benefits of responsible resource management and reducing global malnutrition. 6. Allow students to work for the remainder of the class on the research and draft of their speeches; allow students to complete work at home if necessary. 7. Make sure that the students include information about their recommended resource management solutions and the corresponding costs and benefits. Encourage students to include a video or animation in their demonstration.

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): NA

Location: Resource Management

Original Text: New Content

Updated Text: Change "air pollution" to "air quality" in Scenario 1 How can the city use conservation, increased efficiency, and technology to manage air quaity and improve life in the city? Rewrite Scenario 4 to reflect Global Energy Poverty Energy poverty is becoming a problem in a big city. Prices are increasing because the demand is so high. The increased usage of energy is causing air pollution to skyrocket. How can city officials improve this situation and decrease energy poverty for the citizens by using conservation, increased efficiency, and technology?

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): NA

Location: Metals, Nonmetals, and Metalloids

Original Text: Correction

Updated Text: Correction made to the Rare Earth Elements Table Scandium was recolored on the chart to be identified as a light metal

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): NA

Location: Resource Management

Original Text: New content

Updated Text: Rephrase the wording of one choice on the Choice Board Analyzing a Scientific Paper Find a scientific paper or journal article published in the last 25 years related to the changes of the ozone layer. Write a summary of the content covered in the paper or article, and then search out any other papers that cite your chosen article.

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): NA

Location: Resource Management

Original Text: New Content

Updated Text: Rephrased answer choices for a and d for Q1; updated Digital Student Feedback for B, C, and D for Q1. 1a. Access to sustainable and affordable energy resources 1d. Access to modern healthcare and education Digital Student Feedback B Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty. C Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty. D Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty. Rephrased the answers, corrected the answer choice, and updated student digital feedback for Q6: 6. Which of the following can be done to help decrease malnutrition in children around the world? 1. Provide apps to educate about proper nutrition on devices that do not require 2. Increase investments in early childhood education 3. Increase access to electricity so families have access to modern healthcare. 4. Encourage international cooperation to address energy usage Correct answer: 1, 3 Digital Student Feedback: Incorrect. To combat malnutrition on a global scale, it's important to focus on healthcare programs that target pregnant women and child nutrition, as well as sustainable agriculture and food security initiatives to ensure adequate and nutritious food supplies. Update graph description for Q9.: The graph provided shows the changes in air quality in Beijing, China during 2019 and 2020. Air quality is considered unhealthy anytime it reaches 100 PM2.5. During March 2020 at the height of the COVID-19 pandemic, less people were traveling and the air quality improved. Updated answer choices for 9 Part A: a. Air quality has steadily been getting worse since 2019. b. There was little change in the air quality from November to December 2019, but after March 2020, it got worse. c. Air quality improved from February to March in 2020 and stayed at a healthy level. d. Air quality has gotten better since August of 2019. Updated question and answer choices for 9 Part B: Which statement best describes how conservation can help reduce air pollution based on the answer to Part A? A. The amount of travel has no impact on air pollution levels. B. Having more travel daily may cause air pollution to decrease. C. Staying home and using more water causes air pollution to decrease. D. Having less travel daily may cause air pollution to decrease. Updated Digital Student Feedback for 9 Part B: A Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality. B Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality. C Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality.

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): NA

Location: Engineering process image

Original Text: NA

Updated Text: Added text to steps that reflect the cost/benefit analysis

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): NA

Location: Air Conservation sectionEnergy Resource Conservation section

Original Text: New Content

Updated Text: Replace image Changed nuclear power plant cooling tower image with image of smog in a city Rephrase Air Conservation Information Air is a valuable natural resource and maintaining the resource is important to keep in mind as we think about the future. Decisions we make everyday can help maintain this resource. The more packaging an item has, the greater the impact it has on our resources. Rephrase Resource Conservation Information Think about other resources worth conserving, such as water and soil. Turning off the faucet when you brush your teeth and planting trees to prevent erosion are other ways to help. Add Global Energy Poverty Information Global Energy Poverty In some areas there is a lack of access to modern reliable energy services. Having access to adequate and affordable sources of energy is not the same across the globe and that is referred to as global energy poverty. Being able to have access to energy is fundamental to improving quality of life and imperative for economic development. Managing resources is one step to help provide for the needs of communities that lack access to reliable energy services.

Component: ***STEMscopes Science TX - Grade 6 (Online)***
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): Q/A 1, Q/A 3

Location: Resource Management

Original Text: New word choice

Updated Text: Rephrase step 2 in procedure. 2. Brainstorm and research with your group ways to manage the resources impacted in your scenario (air, water, soil, or energy) through the following: a. Conservation b. Increased efficiency c. Technology Add the word "global" to the expected results in the data table. Conservation, efficiency, and technology ensure that the resource isn’t wasted, which regulates the price and lowers malnutrition and global energy poverty. Add the words "outcome" and "situation" to Q/A 1. 1. What caused the resource outcome in your scenario? The overuse, waste, and/or lack of efficiency of the resource caused a situation in which the price increased and/or the availability decreased. Add "used responsibly" and "supply to meet the demand" to Q/A 3. 3. How can residents ensure that the resource will be used responsibly? Making sure that we don’t waste resources (like not leaving lights on, not running water while we brush our teeth, etc.) ensures that there is enough supply to meet the demand.

Component: ***STEMscopes Science TX - Grade 6 (Online)***
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): Q/A 1, Q/A 6, Q/A 9

Location: Resource Management

Original Text: New Content

Updated Text: Rephrased answer choices for a and d for Q1; updated Digital Student Feedback for B, C, and D for Q1. 1a. Access to sustainable and affordable energy resources 1d. Access to modern healthcare and education Digital Student Feedback B Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty. C Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty. D Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty. Rephrased the answers, corrected the answer choice, and updated student digital feedback for Q6: 6. Which of the following can be done to help decrease malnutrition in children around the world? 1. Provide apps to educate about proper nutrition on devices that do not require 2. Increase investments in early childhood education 3. Increase access to

electricity so families have access to modern healthcare. 4. Encourage international cooperation to address energy usage Correct answer: 1, 3 Digital Student Feedback: Incorrect. To combat malnutrition on a global scale, it's important to focus on healthcare programs that target pregnant women and child nutrition, as well as sustainable agriculture and food security initiatives to ensure adequate and nutritious food supplies. Update graph description for Q9.: The graph provided shows the changes in air quality in Beijing, China during 2019 and 2020. Air quality is considered unhealthy anytime it reaches 100 PM2.5. During March 2020 at the height of the COVID-19 pandemic, less people were traveling and the air quality improved. Updated answer choices for 9 Part A: a. Air quality has steadily been getting worse since 2019. b. There was little change in the air quality from November to December 2019, but after March 2020, it got worse. c. Air quality improved from February to March in 2020 and stayed at a healthy level. d. Air quality has gotten better since August of 2019. Updated question and answer choices for 9 Part B: Which statement best describes how conservation can help reduce air pollution based on the answer to Part A? A. The amount of travel has no impact on air pollution levels. B. Having more travel daily may cause air pollution to decrease. C. Staying home and using more water causes air pollution to decrease. D. Having less travel daily may cause air pollution to decrease. Updated Digital Student Feedback for 9 Part B: A Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality. B Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality. C Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality.

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): Q/A 2, Q/A 5

Location: Resource Management

Original Text: New Content

Updated Text: Remove the word "reliable" and rephrase the correct answer in Q2. Reducing global energy poverty would mean ensuring that cities across the globe have access to energy. d. Research and utilize sustainable and affordable modern energy sources that are best suited for the region. Rewrite question and answer choices for Q5. 5. Which of the following is a way to conserve resources? A. Keep the water running in the backyard to water plants. B. Plant trees to prevent the erosion of soil in your local area. C. Use only solar panels to provide energy for your home. D. Cut down trees to make room for large neighborhoods.

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Type: Editorial Change

Current Page Number(s): Q2

Location: Resource Management

Original Text: New Content

Updated Text: Change Part II from a pyrmaid to a table Energy-efficiency: -Improved insulation -Low-flow water fixtures -Energy-efficient appliances Renewable resource use -wind - solar -geothermal Energy conservation - Turn off lights -Unplug appliances -Take shorter showers -Turn down the thermostat Add the word "global" to Part III Q2 2. Describe one way to decrease malnutrition and global energy poverty by managing resources.

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Page Number(s): all

Feedback Text: Metalloids, also known as semi-metals, metalloids possess properties that are a cross between those of metals and non-metals. (Remove the second "metalloids"

Publisher Response: Grammar error addressed in final document.

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Page Number(s): para 6-8

URL:

View Content

Feedback Text: recommend adding additional examples

Publisher Response: Accept - Additional examples are included throughout the scope, within the STEMscopedia and Explores and submitted with additional SRP citations.
https://docs.google.com/document/d/1g0voewD1DB0hXBkxnANmjzUXHCeq10JvU2Lv8r4LEzk/edit?usp=sharing

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Page Number(s): procedure

URL:

View Content

Feedback Text: It would be helpful if you add the terms Abiotic and Biotic in the actual lesson instead of living and nonliving

Publisher Response: Accept- add the words "biotic" and "abiotic" to the end of teacher facilitation. (duplicate)
https://docs.google.com/document/d/1Um2-OnJDtyadyHMsveG5vBY6tWd5jPHXkCvc4_nwZKA/edit?usp=sharing

Component: *STEMscopes Science TX - Grade 6 (Online)*
ISBN: 9798888266908

Page Number(s): procedure

URL:

View Content

Feedback Text: It would be helpful if you add the terms Abiotic and Biotic in the actual lesson instead of living and nonliving

Publisher Response: Accept- add the words "biotic" and "abiotic" to the teacher facilitation.
https://docs.google.com/document/d/1Um2-OnJDtyadyHMsveG5vBY6tWd5jPHXkCvc4_nwZKA/edit?usp=sharing

Publisher: Accelerate Learning Inc.

Science, Grade 7

Program: STEMscopes Science TX - Grade 7: TEKS

Editorial Changes

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266915

Type: Editorial Change

Current Page Number(s): 1, 2

Location: q 1, choice a

q 4, stem

Original Text: a. Commercial fishing to provide food for human4. In 1989, The Exxon Valdez, a tanker ship, ran aground and dumped 11 million gallons of oil into an area of Alaskan coastal water. How did this event negatively affect ocean systems?

Updated Text: a. Catching organisms we don't intend to eat while fishing4. Shipping accidents can spill chemicals or oil into the ocean. How can such accidents negatively affect ocean systems?

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Type: Editorial Change

Current Page Number(s): 4

Location: Scope Assessment: Human Impact on OceanSystems Rubric and Answer Key

Original Text: The graph provided shows the sources of ocean pollution. Which two resources together can impact the ocean system the most? A. Air pollutants and oil spills B. Land runoff and air pollutants C. Oil spills from shipping and litter dumped into the ocean D. Land runoff and oil spills Part B Which statement best explains the answer to Part A? A. Humans pollute the air, land, and ocean. Even though air and land pollution are not part of the ocean, they still have large effects on the ocean systems. B. Oil spills and litter are the only two sources of pollution that occur in the ocean. C. Air pollutants and oil spills occur more often than any of the other types of pollution. D. Oil spills and land runoff are easier to clean up than pollutants from land.

Updated Text: Adjust Graph Scope Assessment Question 8 adjusted graph to match information in STEMscopedia to answer scope assesment questions for Part A and Part B Revise Graph Percentages to match information in STEMscopedia

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Type: Editorial Change

Current Page Number(s): 4

Location: Scope Assessment: Human Impact on OceanSystems Rubric and Answer Key

Original Text: The graph provided shows the sources of ocean pollution. Which two resources together can impact the ocean system the most? A. Air pollutants and oil spills B. Land runoff and air pollutants C. Oil spills from shipping and litter dumped into the ocean D. Land runoff and oil spills Part B Which statement best explains the answer to Part A? A. Humans pollute the air, land, and ocean. Even though air and land pollution are not part of the ocean, they still have large effects on the ocean systems. B. Oil spills and litter are the only two sources of pollution that occur in the ocean. C. Air pollutants and oil spills occur more often than any of the other types of pollution. D. Oil spills and land runoff are easier to clean up than pollutants from land.

Updated Text: Adjust Graph Scope Assessment Question 8 adjusted graph to match information in STEMscopedia to answer scope assesment questions for Part A and Part B Revise Graph Percentages to match information in STEMscopedia

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Type: Editorial Change

Current Page Number(s): N/A

Location: Human Impact on Ocean Systems

Original Text: New content

Updated Text: Rephrase Part 1 instructions to students change impact to influence Match each human "influence" with the descriptions listed below. Remove "Greenhouse gases" from the list of matching options in Part 1 Remove image for Part 2 Change Part II instructions and and question type Instructions: Read the information provided and answer the question below. Oceans cover more than 70% of Earth’s surface. An ocean is a large body of salt water. All of Earth’s oceans form one system, a series of interacting, interrelated, or interdependent parts that form a complex whole. Humans depend on the oceans to provide water for the water cycle, which irrigates plants and replenishes rivers and lakes. Marine plants found in oceans produce anywhere from 50 to 80% of the oxygen in the atmosphere. Fish populations found in oceans provide an important food source for humans around the world. 1. What are the two things that humans might do to affect the ocean system negatively? Explain your answer.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Type: Editorial Change

Current Page Number(s): N/A

Location: Pre-Assessment: Human Impact on Ocean Systems

Original Text: Which of the following human activities has the greatest harmful impact on the balance of organisms in an ocean ecosystem? a. Commercial fishing to provide food for humans b. Mapping of the ocean floor by marine scientists c. Recreational boating in rivers, lakes, and streams d. Monitoring of major global ocean currents

Updated Text: Reword Pre-Assessment Question 1 answer choice A a. Catching organisms we don't intend to eat while fishing Change Pre-Assessment Question 4 question and modify answer choices Q: Shipping accidents can spill chemicals or oil into the ocean. How can such accidents negatively affect ocean systems? a. Increase the growth of algae in and around the area b. Modifiy the speed and direction of ocean currents c. Add of nutrients that are necessary for the growth of aquatic plants d. Cause the death of large numbers of plants and animals

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Type: Editorial Change

Current Page Number(s): N/A

Location: Human Impact on Ocean Systems

Original Text: New content

Updated Text: Rephrase Part 1 instructions to students change impact to influence Match each human "influence" with the descriptions listed below. Remove "Greenhouse gases" from the list of matching options in Part 1 Remove image for Part 2 Change Part II instructions and and question type Instructions: Read the information provided and answer the question below. Oceans cover more than 70% of Earth’s surface. An ocean is a large body of salt water. All of Earth’s oceans form one system, a series of interacting, interrelated, or interdependent parts that form a complex whole. Humans depend on the oceans to provide water for the water cycle, which irrigates plants and replenishes rivers and lakes. Marine plants found in oceans produce anywhere from 50 to 80% of the oxygen in the atmosphere. Fish populations found in oceans provide an important food source for humans around the world. 1. What are the two things that humans might do to affect the ocean system negatively? Explain your answer.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Type: Editorial Change

Current Page Number(s): N/A

Location: Pre-Assessment: Human Impact on Ocean Systems

Original Text: Which of the following human activities has the greatest harmful impact on the balance of organisms in an ocean ecosystem? a. Commercial fishing to provide food for humans b. Mapping of the ocean floor by marine scientists c. Recreational boating in rivers, lakes, and streams d. Monitoring of major global ocean currents

Updated Text: Reword Pre-Assessment Question 1 answer choice A a. Catching organisms we don't intend to eat while fishing Change Pre-Assessment Question 4 question and modify answer choices Q: Shipping accidents can spill chemicals or oil into the ocean. How can such accidents negatively affect ocean systems? a. Increase the growth of algae in and around the area b. Modifiy the speed and direction of ocean currents c. Add of nutrients that are necessary for the growth of aquatic plants d. Cause the death of large numbers of plants and animals

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): 2

URL:

View Content

Feedback Text: We believe that this material is probably modeling something descriptive, not really solving a problem.

Publisher Response: Text has been adjusted and activity has been adjusted to be about solving a problem.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): 2

URL:

View Content

Feedback Text: We believe that this material is probably modeling something descriptive, not really solving a problem

Publisher Response: Duplicate response - accepted and changed made above.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): 28

URL:

View Content

Feedback Text: We changed to audience to teacher/student so it would accept the approval.

Publisher Response: Thank you for making the adjustment to our citation

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Data Table

URL:

View Content

Feedback Text: To really anchor the target, a question should be added asking students to compare and contrast two of the translations they did.

Publisher Response: Adjustment was made during the initial review. We have decided to add even another question.Update Text:4. Using 2 of the translations you completed, compare and contrast their similarities and differences.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): page 5

URL:

View Content

Feedback Text: While we do see the last question as an "advantage" of the model, it's not explicitly explaining that the machine the student built is able to help them answer the question.

Publisher Response: Fixed during SRP process. The following text was added:Analyzing Data by Identifying LimitationsCritically analyzing scientific data and understanding its limitations is vital in the field of science. Some examples of limitations in scientific research are potential biases, measurement errors, sample size, or constraints of the experimental setup. However, acknowledging and addressing limitations strengthens the credibility and reliability of scientific findings.Data limitations can be defined as factors or constraints that may affect the reliability, validity, or generalizability of the data.Common types of limitations include:• Sampling limitations: limited sample size or non-representative samples can impact the generalizability of the results.• Measurement limitations: measurement errors, instrument precision, or subjectivity in data collection can introduce uncertainty.• Experimental limitations: factors like experimental design, controls, or external influences can affect the interpretation of results.• Bias limitations: potential biases, such as selection bias, confirmation bias, or publication bias, and their impact on data interpretation.Follow the steps and answer the questions for the activity below.Measuring Volume1. Fill a 100 mL beaker to the 50 mL volume level mark with water.2. Pour the water into a graduated cylinder and read the volume to the nearest mL.3. Record the reading from the graduated cylinder as follows:Water poured from the 100 mL beaker = ____ mL in graduated cylinder.4. Pour the water in the graduated cylinder down the drain or into a waste bucket.5. Fill the 250 mL beaker to the 50 mL volume level mark with water.6. Pour the water into a graduated cylinder and read the volume to the nearest mL.7. Record the reading from the graduated cylinder as follows:Water poured from the 250 mL beaker = ____ mL in graduated cylinder.8. How does the accuracy of your targeted 50 mL volume using the beakers compare to the readings obtained using the graduated cylinder?9. Are there any limitations in the measurements you collected? Analyzing Data by Identifying LimitationsFollow the steps and answer the questions for the activity below.Measuring Length1. Choose a student’s left shoe to measure.2. Have the student stand.3. Place one piece of masking tape at the heel of the student’s left shoe and one piece of masking tape at the toe of the student’s left shoe.4. The student may now move away from the measurement area.5. Using the heel tape mark as the beginning or zero mark; use a metric ruler to determine the length of the student’s left shoe.6. Record the length of the student’s left shoe. _____7. Using the measurement of the shoe in step 5, discuss with the group how to create a meter stick that can be used to measure items in the classroom.8. Draw a prototype of the group’s design of a meter stick.9. Show the prototype diagram to the teacher, and collect the supplies needed to build a meter stick.10. Build your meter stick.11. Measure objects in the classroom identified by the teacher and organize your data using the space below. (Items can include a book, a desk, pens or pencils, etc.)12. Compare data with the other groups in class. How does the data for each object compare?13. Would the data be considered reliable? Explain.14. What are some possible limitations to this data?Not Exactly. A model is a picture or smaller version that represents a larger object in the natural world to make it easier to study. A model is actually a limited representation of an object, but it is used to help us understand its structure orhow it works. A small toy animal or toy fire truck are common models that are smaller versions of larger objects that show some detail but are not exact. Models have limitations because they cannot be an exact representation of an object’s detail. Models are useful but are limited in accuracy. Your team has the challenge of making a list of how the following models are limited in detail from being an

accurate duplicate of the real thing. Write your team's response under each picture:Model of a Volcanic Eruption A Sketch of the Levels of Organization in OrganismsNot So Big, Not So Small. Models are also limited in size. Models of atoms, molecules, and bacteria are examples of extremely small things in nature that models cannot possibly be the same size as, or their structure would not be understood. Similarly, airplanes, weather systems, and volcanoes are too big to be in a classroom, so models are practical for studying their structures.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Persuasive Speech

URL:

View Content

Feedback Text: A problem that requires a solution is not explicitly apparent. "Concentration of a solution" vs. a "solution" to a problem needs clarification.

Publisher Response: This feedback that was fixed during the SRP breakout citation review so rejected here. The activity covers the following driving question. Updated text is highlighted in the linked document https://docs.google.com/document/d/1VqQRcPvCPAhHXyIdVVYrfCnMOj5hOywX3iXCjS0OGA8/edit?usp=sharing

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): reflection question 2

URL:

View Content

Feedback Text: ALL of the reflection questions meet this standard with a student activity.

Publisher Response: Thank you for the positive statement.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Reflections and Conclusions Question 1

URL:

View Content

Feedback Text: Excellent activity, but missing "compare and contrast compounds using chemical formulas." Have students compare/contrast two of the compounds and it will be fully aligned.

Publisher Response: Added to have students compare/contrast for alignment.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Reflections and Conclusions Question 1

URL:

View Content

Feedback Text: Have students compare/contrast two compounds in terms of chemical formulas.

Publisher Response: Added compare/contrast two of the compounds to be fully aligned.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Step 4

URL:

View Content

Feedback Text: Asking for limitations is not explicit. The opportunity is presented [if] students answer no to some of the questions. If the students answer yes to all questions, no limitations will be addressed.

Publisher Response: This was feedback as to why a specific citation was rejected. This breakout was met with another activity.

Program: STEMscopes Science TX - Grade 7: ELPS

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: For clarity, add a question/answer component to this strategy.

Publisher Response: Fixed in the SRP citation process. Original TextStrategy: Keep, Delete, Substitute 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) Proficiency Level Beginner Students identify portions of the passage with high-frequency academic vocabulary. They will focus on these vocabulary words to help identify the portions of the text that are important to keep and those that are repetitive in nature. Intermediate Intermediate students can expand on beginner work to identify terms that can be replaced by something more generic to make it more easily understood by beginners. Advanced/ Advanced High Advanced students will synthesize the efforts of beginner and intermediate students to write a draft topic sentence. Updated TextAs students work through a reading passage, they will make "keep," "delete," and "substitute" decisions. Students should take notes as they make decisions. They should identify high and low-frequency terms. They will determine which information is important to keep, which information is redundant or unnecessary and can be deleted, and which information could be substituted with a more generic term. Students will draft a topic sentence to represent what was read. Gestures may be assigned to represent each phase of a process. Added to each proficiency level: When making these decisions, students should ask: What words are important to keep? Which words can be deleted and why? How will you make substitutions?

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: Include note-taking as part of the KDS strategy to clearly meet this breakout.

Publisher Response: Adjusted during the standards revision process. Original TextStrategy: Keep, Delete, Substitute Proficiency LevelBeginnerStudents identify portions of the passage with high-frequency academic vocabulary. They will focus on these vocabulary words to help identify the portions of the text that are important to keep and those that are repetitive in nature. IntermediateIntermediate students can expand on beginner work to identify terms that can be

replaced by something more generic to make it more easily understood by beginners. Advanced/ Advanced HighAdvanced students will synthesize the efforts of beginner and intermediate students to write a draft topic sentence. Updated TextStrategy: Keep, Delete, SubstituteAs students work through a reading passage, they will make "keep," "delete," and "substitute" decisions. Students should take notes as they make decisions. They should identify high and low frequency terms. They will determine which information is important to keep, which information is redundant or unnecessary and can be deleted, and which information could be substituted with a more generic term. Students will draft a topic sentence to represent what was read. Gestures may be assigned to represent each phase of a process. 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)Proficiency LevelBeginnerStudents identify portions of the passage with high-frequency academic vocabulary. They will focus on these vocabulary words to help identify the portions of the text that are important to keep and those that are repetitive in nature. When making these decisions, students should ask: What words are important to keep? Which words can be deleted and why? How will you make substitutions?IntermediateIntermediate students can expand on beginner work to identify terms that can be replaced by something more generic to make it more easily understood by beginners. When making these decisions, students should ask: What words are important to keep? Which words can be deleted and why? How will you makesubstitutions?Advanced/ Advanced HighAdvanced students will synthesize the efforts of beginner and intermediate students to write a draft topic sentence. When making these decisions, students should ask: What words are important to keep? Which words can be deleted and why? How will you make substitutions?

Component: ***STEMscopes Science TX - Grade 7 (Online)***
ISBN: 9798888266922

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: This a reading passage, not a writing passage.

Publisher Response: No change was needed as a different citation was accepted during the SRP process. This was feedback on why a specific citation was rejected and addressed.

Component: ***STEMscopes Science TX - Grade 7 (Online)***
ISBN: 9798888266922

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: You do provide information for using Chat Room, but it is not intuitive from this citation.

Publisher Response: additional support document will be included

Component: ***STEMscopes Science TX - Grade 7 (Online)***
ISBN: 9798888266922

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: Think Alouds could be used for this breakout, as long as the teacher is told to add "clarification" to their instruction.

Publisher Response: Added the following text to the activity.Original Text: Beginner The teacher will use Think Alouds to connect the process to the terminology of problem solving. Think Alouds will enable students to put the problem-solving process into words that are not familiar to them. When looking at the images, I can focus on the distance from the Sun to categorize solar-system objects by other physical properties. Intermediate Students who are able to understand simple, routine directions for familiar topics may struggle with directions for unfamiliar topics. The teacher can use Think Alouds to provide students with linguistic support such as verbal cues to build topic-related vocabulary.Advanced/Advanced High Students will respond to the teacher using Think Alouds to demonstrate their understanding of the vocabulary that goes along with problem solving.Updated Text:BeginnerThe teacher will use Think Alouds to connect the process to the terminology of problem solving. Think Alouds will enable students to put the problem-solving process into words that are not familiar to them. When looking at the images, I can focus on the distance from the Sun to categorize solar-system objects by other physical properties. Remind students to seek clarification as needed. IntermediateStudents who are able to understand simple, routine directions for familiar topics may struggle with directions for unfamiliar topics. The teacher can use Think Alouds to provide students with linguistic support such as verbal cues to build topic-related vocabulary. Remind students to seek clarification as needed. Advanced/Advanced HighStudents will respond to the teacher using Think Alouds to demonstrate their understanding of the vocabulary that goes along with problem solving. Remind students to seek clarification as needed.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: To meet this breakout, add specific instructions to these triads to include question/request - response components.

Publisher Response: Added specific instructions to these triads.Original Text:BeginnerThe 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. IntermediateThe 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 HighThe 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.Updated Text:BeginnerThe teacher should group students in a way that provides them with a sense of security for reading, writing, 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. 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.IntermediateThe 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. 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.Advanced/Advanced HighThe 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. 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.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: Give specific instructions for the Writing portion of the Triad strategy.

Publisher Response: Add specific instruction to include specific instruction for the writing portion of the ELPS strategy. Original Text:Beginner The teacher should group students in a way that provides them with a sense of security for reading, writing, 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. Updated Text to be Added: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.

Component: *STEMscopes Science TX - Grade 7 (Online)*
ISBN: 9798888266922

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: Now THIS is a great ELPS guide for teachers at any level using your content.

Publisher Response: Thank you for the positive comment.

Publisher: Accelerate Learning Inc.

Science, Grade 8

Program: STEMscopes Science TX - Grade 8: TEKS

Editorial Changes

Component: *STEMscopes Science TX - Grade 8(Online)*
ISBN: 9798888266939

Type: Editorial Change

Current Page Number(s): 1, 2, 5

Location: Introduction, Meteor Impacts and Release and Absorption of Greenhouse Gases

Original Text: Adjusted language to accommodate use of satellites for temperature measurement as well as other factors that are considered when looking at changes to climate

Updated Text: See the new content link for highlighted text for all changes.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): 2, 3, 5Q5

Location: Nature’s Impact on Climate

Original Text: New Content

Updated Text: Updated "How Do Greenhouse Gases Affect Earth’s Climate?" information: It is hypothesized that carbon dioxide levels in the atmosphere have cycled over the past million years. Data collected from ice cores indicates for the last 800,000 years carbon dioxide levels have fluctuated as seen in the graph on the solid purple line. In 1958, observations of carbon dioxide levels began at the Mauna Loa Volcanic Observatory. That data is seen on the dotted lines in the graph. Current human activities and natural processes increase levels of greenhouse gases. Added Carbon Dioxide over 800,000 years graph Rephrase Sumarize It! Q5 5 How has temperature changed due to volcanic eruptions? A Temperatures worldwide have risen about 2.1 degree Celsius after the eruption B Temperatures in the immediate area can vary based on what is released during the eruption C Temperature decreased as more heat passed through atmosphere and back into space D Temperatures in the immediate area increase due to the molten lava

Component: ***STEMscopes Science TX - Grade 8 (Online)***
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): 3

Location: paragraph 1

Original Text: It may be difficult to imagine the origins of the universe. After all, if the universe came into existence, it must have not existed once. Where did it and its components come from? Though scientists do not know the answer to this last question, they have found solid evidence that the universe has a beginning. Scientists have come up with different scientific theories to explain the origin of the universe. The big bang theory is the most widely accepted used to explain it. According to this theory, the universe began as a single, tiny point—smaller than an atom—called a singularity. This singularity was infinitely hot and briefly dense; it contained all the matter and energy currently in the universe. The Big Bang was the moment when all this matter and energy suddenly expanded from this singularity. The universe has been expanding ever since.

Updated Text: It may be difficult to imagine the origins of the universe. In fact, it is the subject of a long-debated topic in science. After all, if the universe came into existence, it must have not existed once. Where did it and its components come from? Though scientists do not know the answer to this last question, they have found solid evidence that the universe has a beginning. The big bang theory was first introduced 100 years ago and has been the most accepted theory for the origin of the universe for the past 50 years. However, there is still much to learn about how our universe began, and scientists are developing new theories and extensions to the original theory. It is important to remember that many of your fellow classmates may hold different ideas and beliefs about the origin of the universe. Some of those might include creationism and intelligent design. Creationism is the belief that the universe and living organisms originate from specific acts of divine creation, as in the biblical account, rather than by natural processes such as evolution. Intelligent design is a form of creationism described by the belief that an intelligent being created the universe and living things. These beliefs should be treated with respect as you engage in scientific arguments about this topic.According to this theory, the universe began as a single, tiny point—smaller than an atom—called a singularity. This singularity was infinitely hot and briefly dense; it contained all the matter and energy currently in the universe. The Big Bang was the moment when all this matter and energy suddenly expanded from this singularity. The universe has been expanding ever since.

Component: ***STEMscopes Science TX - Grade 8(Online)***
ISBN: 9798888266939

Type: Editorial Change

Current Page Number(s): 3, 4, 11

Location: page 2 last paragraph, page 3 last 2 paragraphs, page 5 only paragraph, p 11 Q 5

Original Text: References to fossil fuels, the Industrial Revolution, and time period beyond 150 years was updated

Updated Text: See the new content link for highlighted changes.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): 3, 9

Location: Human Impact on Climate Change

Original Text: New Content

Updated Text: Rephrase "What Is Climate Change?" Earth is currently in the warming part of the cycle. In recent years, global temperatures have been on the rise at an accelerated rate. This is due in part to the increase of carbon dioxide in the atmosphere from human activities. Rephrase "How Can Human Activities Positively Influence Climate?" While humans do contribute to an increase of carbon in the atmosphere and hydrosphere, there are things we can do to limit our impact. Choose to walk or bike whenever it is possible. Conserve energy by reducing usage. We can plant trees to help offset trees that are cut down. Green roofs in urban areas are a great idea to help reduce temperatures in these areas. Everyday new technologies and initiatives are being implemented in the industrial and transportation sectors to positively impact the climate. For example, low-emission fuels and more efficient materials for vehicles are being developed to reduce the amount of carbon dioxide released into the atmosphere. Many large companies plant trees to offset any carbon emissions. Industrial plants can add carbon dioxide scrubbers to absorb CO2 from exhaust gases. Be an advocate on social media and support government officials who care about the climate. Support initiatives that work to reduce carbon emissions.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New content

Updated Text: Rewording the possible correct answer for the Evidence and Resoning sections Evidence: Urbanization requires more energy for electricity, transportation, and manufacturing. Energy production releases carbon dioxide into the atmosphere. Urbanization can also require deforestation, which releases more carbon dioxide into the atmosphere as the trees are cut down. Reasoning: Urbanization means increased energy needs. Energy production releases large amounts of carbon dioxide into the atmosphere. Environmental planning that includes reducing energy production to limit the release of greenhouse gases is just as important as constructing urban areas for future populations. Also, planting trees and designing green areas should be a large part of the environmental plan because trees absorb carbon from the atmosphere.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New content

Updated Text: Rephrase Deforestation and Urbanization Deforestation: Increased removal of trees, less energy absorption of carbon dioxide from the atmosphere Urbanization: Increased removal of trees to allow for human living areas, less absorption of carbon dioxide from the atmosphere

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New content

Updated Text: Vocabulary words updated Urbanization: The process by which cities grow and develop Chart title and Word Bank words updated Title: Impacts on Climate Change Cities: Increaded growth in cities Trees: Removal of trees for human use

Component: *STEMscopes Science TX - Grade 8(Online)*
ISBN: 9798888266939

Type: Editorial Change

Current Page Number(s): NA

Location: Engineering Design Process image

Original Text: new content

Updated Text: Added cost/benefit analysis to image

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New content

Updated Text: Rephrase Backgound Knowledge Earth has had natural fluctuations in global climate throughout its history. Human activities, such as releasing greenhouse gases, cutting down forests, and growing cities can impact Earth’s climate. These changes in climate are due to the varying levels of greenhouse gases in the atmosphere. As the levels of naturally occurring greenhouse gases increase in the atmosphere, the amount of radiation being held near the surface of Earth increases. Update Terms to Know Climate: Average weather patterns for a particular region

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Nature’s Impact on Climate

Original Text: New Content

Updated Text: Added information to Nature's Impact on Climate Climate change is defined by extreme or recurring changes in an area’s average weather conditions over an extended period of time (can be thousands of years). It is

important to note that global teamperature measurements have only been collected since the 1970's with the use of satellites. Scientists analyze data of global temperature measurements along with additional data from ice cores to look for trends in climate and natural events. Added informationto Meteor Impacts The asteroid believed to have killed the dinosaurs 66 million years ago released particles and gases high into the atmosphere, blocking out the Sun for years, preventing plants from photosynthesizing, and causing permanent winters and a significant change to the Earth's climate. Gases from these fires can increase the amount of greenhouse gases in the atmosphere leading to changes in climate. Rephrase Release and Absorption of Greenhouse Gases information However, changes in the atmosphere that occur due to natural events or human activities can amplify the greenhouse effect, impacting Earth's surface temperature to rise and influencing climate. The Sun's radiation (or lack thereof) reaching Earth's surface along with the atmospheric gases play a large role in the overall changes in climate.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9.79889E+12

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New Content

Updated Text: Rephrase Q3 3. Human activities have contributed to the addition of greenhouse gases to the atmosphere. These gases trap thermal energy in Earth's atmosphere. Which of the following would most likely result from an increase in greenhouse gases in the atmosphere?

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New Content

Updated Text: Rephrase Prompts 1 and 2 Prompt 1 The planet's climate has changed several times in history, with temperatures rising and falling. The most recent change to the planet's climate is impacted by the increase in carbon dioxide levels in the atmosphere. This increase is likely due to natural events that emit carbon dioxide into the atmosphere, such as an increased number of volcanic eruptions. Prompt 3 Human activities have increased the amount of carbon dioxide in the atmosphere. Rephrase the Identifying Misconceptions • Prompt 1 Fiction. The increase in carbon dioxide in the atmosphere has been attributed to human activities.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New Content

Updated Text: Title, driving question, required information, and Informative Speech Rubric rephrased Urbanization and Climate Informative Speech Driving Question How can humans combat the effects of urbanization on the climate? Include information about the following: o Ways to reduce the heat island effect o Ways to decrease air pollution o Ways to decrease energy consumption Reducing the Effects of Urbanization 3 - Information about the ways to reduce

the effects of urbanization was accurate, relevant, and clearly presented. 2 - Information about the ways to reduce the effects of urbanization was somewhat accurate, relevant, and clearly presented. 1 - Information about the ways to reduce the effects of urbanization was unclear. 0 - Information about the ways to reduce the effects of urbanization was missing, inaccurate, or plagiarized. Solutions 3 - The student presented an accurate and realistic depiction of solutions to reduce the effects of urbanization. 2 - The student presented a somewhat accurate and realistic depiction of solutions to reduce the effects of urbanization. 1 - The student presented an inaccurate and unrealistic depiction of solutions to reduce the effects of urbanization. 0 - The student did not present any depiction of solutions to reduce the effects of urbanization.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New content

Updated Text: Rephrase Climate Change Greenhouse gases include carbon dioxide, nitrous oxide, fluorinated gases, and methane. Based on ice cores and other data, most scientists agree that the modern-day changes to the climate are the result of human activities that have increased the greenhouse gas content of Earth’s atmosphere. Rephrase Human Impact on Climate Change Indications that Earth’s climate is changing can be seen in the changes in rain patterns, rising sea levels, and ice and snow melting sooner than usual each winter. As temperatures continue to change, we will see even more changes impacting ecosystems, animals, and humans. In the past, climate change could generally be attributed to natural causes like changes in solar energy, volcanic eruptions, and natural greenhouse gas concentrations. Since that period, however, human activity has contributed more by adding carbon dioxide and other gases to the atmosphere. These activities include emissions from various forms of transportation, electricity production, industrial and manufacturing processes, livestock, and agriculture. A measure of how much any activity, industry, community, or individual contributes to greenhouse gas emissions is called its carbon footprint. Efforts to reduce greenhouse gases include lower-emission fuels, more efficient vehicles, improved housing insulation, and carbon capture.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New content

Updated Text: Remove wording from "All About Carbon" Life on Earth would not be possible without carbon. Our bodies and food contain carbon, rocks and sediment contain lots of carbon, and the atmosphere contains carbon. Carbon naturally helps keep Earth’s temperatures conducive to life. Carbon cycles between the spheres of Earth through a natural process known as the carbon cycle, and it must stay in balance. Changes in the cycle’s balance can cause more carbon gases to be put into the atmosphere, which increases the temperatures on Earth.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): Q/A 6, Q/A 7, Q/A 8, Q/A 9, Q/A 10

Location: Human Impact on Climate Change

Original Text: New Content

Updated Text: Add the word "could" to answer choice c for Q6 c. Negative effects of an increase in carbon dioxide levels could outweigh the positive effects. Negative effects can include a decrease in the nutritional value of crops. Rephrase question, update the correct answer, and replace image for Q7 7. The images provided here show how human action can impact climate. In which number locations are examples of human activties that have positive impact on the climate? Answer choice: 2, 3, 6 Carpooling, planting trees, and recycling are activities that have a positive impact on climate. Rephrase answer choices and digital student feedback for Q8 Part B Part B Which statement best explains the answer to Part A? a. Most agriculture and residential areas are cities. b. and transportation are relied upon for daily life by many people. c. Agriculture pollutes in multiple ways. d. Industry cuts down trees. Answer Choice Digital Student Feedback A Incorrect. Electricity and transportation are used daily by large populations, resulting in large carbon dioxide emissions. B Correct! C Incorrect. Electricity and transportation are used daily by large populations, resulting in large carbon dioxide emissions. D Incorrect. Electricity and transportation are used daily by large populations, resulting in large carbon dioxide emissions. Replace Q/A 9 9. The graph shows data on the carbon dioxide released back into the atmosphere as part of the carbon cycle during the production of different foods. Which of the following claims is supported by the data? a. The highest carbon emissions come from the production of dairy products. b. Producing 1 lb of carrots results in more carbon emissions than producing 1 lb of tomatoes c. Producing food from plants results in more carbon dioxide emissions than from animals. d. Carbon emissions are higher for the production of beef than for chicken and pork combined. Answer Choice Digital Student Feedback A Incorrect. Review the amounts of carbon emissions in the graph. B Incorrect. Review the amounts of carbon emissions in the graph. C Incorrect. Review the amounts of carbon emissions in the graph. D Correct! Rewrite Q10 10. In Houston, Texas the historic Barbara Johnson Post Office's roof has been converted into a five acre garden called the Skylawn. How can projects like this reduce the effects of urbanization and positively impact the climate? Write your answer in the space below. Constructed Response Rubric 10 The student's response correctly identified how projects like this reduce the effects of urbanization and positively impact the climate. 5 The student's response correctly identified how projects like this reduce the effects of urbanization or positively impact the climate. 0 The student's response incorrectly identified how projects like this reduce the effects of urbanization and positively impact the climate. OR The student's response is blank, irrelevant, or too brief to evaluate. A possible student response could include the following: This helps with the climate in a few ways. First, the plants on Skylawn take in carbon dioxide, which is a greenhouse gas Second, Skylawn makes the city cooler because the plants provide shade and reduce the 'heat island' effect from all the concrete and buildings in the city. Accept other reasonable answers.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Type: Editorial Change

Current Page Number(s): Q4, Q10

Location: Nature's Impact on Climate

Original Text: New Content

Updated Text: Replaced Q4 with new content 4. What can we infer from the graph below? a. Carbon levels in the atmosphere cycle over time and have increased the most recently. b. Carbon levels in the atmosphere have steadily risen over history. c. The amount of carbon dioxide in the atmosphere has been decreasing steadily over history. d. Carbon levels have remained the same over time. Q4 Answer Choice Digital Student Feedback A Correct! B Incorrect. Carbon levels fluctuate over time. C Incorrect. Carbon levels fluctuate over time. D Incorrect. Carbon levels fluctuate Rephrase Q10 10.Climate changes occur in a natural cycle of cooling and warming. This has been occurring for thousands of years.

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): 1-3

Feedback Text: This one will be so much easier for students to follow and understand. Nice.

Publisher Response: Thank you for the positive feedback!

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): 1-4

Feedback Text: Hopefully, the text now gives a more apparent difference between population and species.I would love to see a brief description of the environment that population of finches live in that would paint a picture of why there are different food sources available. That would help students understand the beak differences better.

Publisher Response: The change was made in the final submission that was approved during the SRP citation review process.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): 1-4

Feedback Text: see my previous feedback about the bird of paradise--population vs species?

Publisher Response: Change was made in the final submission that was approved during the SRP citation review process.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): 1-4

Feedback Text: please see prior feedbackplease clarify if this is species vs population....

Publisher Response: Change was made in the final submission that was approved during the SRP citation review process.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): 2

Feedback Text: I think this should be simplified a bit.

Publisher Response: Although the current text is written at the appropriate level the text will be simplified to bring the reading to a lower Lexile level based on this feedback.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): ALL

Feedback Text: This seems very difficult.

Publisher Response: We will provide specific guidance to help teachers facilitate the activity to make this task less difficult.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): ALL

Feedback Text: You need to be specific about the multiple theories of invasive species...

Publisher Response: We have removed the reference to multiple theories and discuss only the impacts of invasive species on ecosystems.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): ALL

Feedback Text: This seems difficult.

Publisher Response: We will give teachers more specific guidance and structure to make this task less difficult.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): ALL

Feedback Text: I see that there is no space to write down the two sources to compare them, like a T chart. The inclusion of something like that would make this a more effective activity.

Publisher Response: Additional space is available on the final document.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 1 background knowledge

URL:

View Content

Feedback Text: Most teachers don't look at the homework connection. This text is easier to understand for students, though. It seems like this should be added to the second citation and the math part should be in another paragraph.

Publisher Response: This citation provides background for parents. Students are provided the same information in other elements in the scope. Still, we will adjust the language in the student-facing documents to align with what we have included in the homework connection.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 1 debate team position

URL:

View Content

Feedback Text: You need variety, not just oral. The second example is oral as well.

Publisher Response: The citation refers to one activity in a single format; in this lesson, other instructional formats are included: written, drawing through the ISN, and debrief as a class in discussion in the teacher facilitation points.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 1 research and position statement

URL:

View Content

Feedback Text: both oral, need variety

Publisher Response: The citation refers to one activity in a single format; in this lesson, other instructional formats are included: written, drawing through the ISN, and debriefing as a class in discussion in the teacher facilitation points.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 1-2 Brainstorm and Plan

URL:

View Content

Feedback Text: variety of settings needs to be there

Publisher Response: The citation refers to one activity in a single format; in this lesson, other instructional formats are included: written, drawing through the ISN, and debriefing as a class in discussion in the teacher facilitation points.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 1-2 Brainstorm, Plan, Build and Test

URL:

View Content

Feedback Text: This seems like an overly complicated way to address both comparative investigations and types of matter.

Publisher Response: This was accepted and adjusted in the initial citation review process. We simplified the activity by having students design an interactive model of only one type of matter as opposed to more than one. Students will create a key that identifies the part of the model only.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 1-2 problem, criteria, and solutions

URL:

View Content

Feedback Text: Like the connection here but please consider improving teacher background notes to include information on how to directly teach and integrate process skills.

Publisher Response: Change was made in new citation

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 12 Connect It

URL:

View Content

Feedback Text: This sentence should be fleshed out more, especially in relation to the structure and how it supports the function:"Organelles perform a variety of functions, including substance storage, filtration, energy generation, and structure."

Publisher Response: Organelles perform a variety of functions. These functions include storage of substances, filtration, and energy generation. Organelles also provide structure for cells.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 14 Movements in the Hydrosphere

URL:

View Content

Feedback Text: Please consider adding some concrete examples such as climate of Northern Europe contrasted with Canada at similar latitudes being much warmer due to Gulf Stream.

Publisher Response: Agree that this is an important aspect to be represented, which is what Explore 3 does by using Bouvet Island and Clifden, Ireland at 60 degrees S and N latitudes. https://texas.review.acceleratelearning.com/suit/scopes/10132/a95c314d-a8a0-3177-8fca-b1d62e2714d1/jfapcf72d7958149f403be5402a63093

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 17 The Big Picture

URL:

View Content

Feedback Text: Consider adding more explicit student text or teacher instructions to discuss conservation of matter.

Publisher Response: We will add more explicit examples of conservation of matter to teacher facilitation to support understanding.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 2 Biodiversity in Ecosystems

URL:

View Content

Feedback Text: again, the structure and function discussion should be more explicit.

Publisher Response: We will add a passage highlighting the importance of the structure and function of organisms in the context of biodiversity.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 2 procedure

URL:

View Content

Feedback Text: We accepted reluctantly for 'conduct experimental investigations' due to it having a control, independent/ dependent variable. Not explicit or clear as teaching tool for these ideas though.

Publisher Response: We will add additional language to this activity to support more direct teaching and deeper student understanding of the concepts of controls and variables.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 2 reflection 1-5

URL:

View Content

Feedback Text: It needs info regarding setting.

Publisher Response: The citation refers to one format; in this lesson, other formats are included: written, drawing through the ISN, and debriefing as a class in discussion in a variety of instructional settings such as individual, pairs, small group, and whole class as well as through activities in a variety of physical settings.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 2 table of credibility

URL:

View Content

Feedback Text: I would suggest vocab development of essential vocab, like credibility, etc.

Publisher Response: This was adjusted during the initial SRP review. We added to the Making Informed Decisions in Science page 71-74 addresses in depth the concept of credibility, accuracy, and methods used. https://drive.google.com/file/d/1SDMZyYIn-g7CJZzPoXIqvPXsRtf7remb/view

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 2-3 article

URL:

View Content

Feedback Text: I would ask for more key info for the teacher to highlight to help students make those connections.

Publisher Response: Adjusted during the initial review. The questioning section of this activity (page 4) highlights specific areas where past research supports current scientific discoveries to help students make the connections as suggested in the feedback. https://texas.review.acceleratelearning.com/api/content-provider/scopes/10144/download/STX_8_VariationsToAdaptations_ELABORATE_ScienceToday_AK.pdf

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 2-3 data tables

URL:

View Content

Feedback Text: We are accepting this with great trepidation. This is the closest to experimental design and the scientific process we've seen. However, this is an activity. The students are expected to know scientific process vocabulary in this activity (like control and independent variables) without having any specific direction in the teacher explorer or any narrative lessons we've seen. If more specific direction is not given, this will be a frustrating activity for teachers and students.

Publisher Response: Will add teacher facilitation "Remind students of key terms associated with experimental design such as control, independent, and dependent variables. You can also refer to the Resources section for additional experimental design ideas."

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 2-3 procedure and data table

URL:

View Content

Feedback Text: Please be explicit about the settings.

Publisher Response: A variety of instructional settings such as individual, pairs, small group, and whole class as well as through activities in a variety of physical settings are included in the lesson as a whole. https://texas.review.acceleratelearning.com/suit/scopes/10135/caee1408-57e7-3240-8410-043e8b35ac86/a2cd9230-de87-3bd5-a6d2-c1cfd144cf16

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 21

URL:

View Content

Feedback Text: I request that a definition of validity and what makes an experiment valid be included so the students understand what makes an experiment valid or not. It is too indirect for many students to make the connections without something more explicit.

Publisher Response: This was accepted and adjusted during the initial citation review. We added a definition of validity and explicitly says what makes an experiment valid in the opening paragraph on page 21.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 28

URL:

View Content

Feedback Text: There is nothing really about settings.

Publisher Response: We will add more details of the setting will be added to the descriptions of scientists on page 29 and 36.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 28

URL:

View Content

Feedback Text: This is not explicit in formats.

Publisher Response: update made in new submission

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 3 Properties of Acids - page 5 Properties of Bases

URL:

View Content

Feedback Text: Please consider having a more concrete compare and contrast in the student reading that ties together the different acid and base pages. It would fit the standard better for the students.

Publisher Response: We will add a table comparing and contrasting characteristics of acids and bases.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 3 reflection 1

URL:

View Content

Feedback Text: please explain variety of format

Publisher Response: The citation refers to one format; in this lesson other formats are included: written, drawing through the ISN, and debriefing as a class in
discussion. https://texas.review.acceleratelearning.com/suit/scopes/10135/caee1408-57e7-3240-8410-043e8b35ac86/b8e29967-ddc7-35bf-9960-d1e9abd26c11 https://texas.review.acceleratelearning.com/api/content-provider/scopes/10135/download/STX_8_HumanImpactOnClimateChange_EXPLORE_1_Virtual_ISN_LeftSide_Graffiti.pdf

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 4-8

URL:

View Content

Feedback Text: I would like to stress that structure and function are big ideas and should be explicitly taught (at least until students get used to looking at all objects, organisms, and systems that way).

Publisher Response: Structure and function will be explicitly added to the text and assessment.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 5

URL:

View Content

Feedback Text: Please fix: "How does your mini recycling machine model how the different parts depend on each other for the machine to work correctly?"

Publisher Response: Typo was corrected.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 5-6 The Carbon Cycle and Human Activity

URL:

View Content

Feedback Text: Wonderful! Please consider though adding a question to the page 2 ISN that prompts 'investigative' thinking; something along the line of 'What are you wondering now?" or "How could we learn more about this? Where could we go to learn more?" simply to make a more explicate connection to verb. But great resource.

Publisher Response: Questioning added to teacher facilitation"What additional questions do you have that could be further investigated?"

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): page 8 Secondary Succession

URL:

View Content

Feedback Text: I wish populations would be specifically discussed here. I know it is implied.

Publisher Response: We will add more detail regarding affects of succession on population diversity.

Component: *STEMscopes Science TX - Grade 8 (Online)*
ISBN: 9798888266946

Page Number(s): questions 1, 7, 8, 10

URL:

View Content

Feedback Text: On question 1, perhaps make the distinction between a plant behavior and a physiological response more clear if you're going to use plant behaviors as a question.

Publisher Response: We will replace with a question about animal behavior.

Publisher: Accelerate Learning Inc.

Biology

Program: STEMscopes Science TX - Biology: TEKS

Editorial Changes

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Location: Description, Activity

Original Text: Students will analyze data about genetics and inheritance in a table, create a bar graph from it, and complete data analysis reflection questions to practice the skills necessary to interpret data fully. Inform students that they will be analyzing data about genetics and inheritance and will create and interpret a graph based on the data.

Updated Text: Students will analyze data about genetics and inheritance in a table, create a pictogram from it, and complete data analysis reflection questions to practice the skills necessary to interpret data fully. Inform students that they will be analyzing data about genetics and inheritance and will create and interpret a pictogram based on the data.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Location: Activity Share and Critique

Original Text: Allow students time to plan how they will present their redesigned solutions.

Updated Text: Allow students time to plan how they will present their redesigned solutions in a format of their choice. Encourage students to choose an appropriate way to deliver their solutions from a variety of formats such as digital presentation, poster, play, etc.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Location: Description, Activity Whiteboards

Original Text: In this activity, students will research one of the three hypotheses for the origin of DNA and debate which topic is the best supported. How could you apply scientific explanations in your argument? Accept all answers at this time.

Updated Text: In this activity, students will research and critique one of the three hypotheses for the origin of DNA and debate which topic is the best supported. How can we critique scientific explanations in your arguments? Accept all answers at this time. But explain to students that a good critique involves the evaluating the logic, evidence, and assumptions behind the explanation. They should also identify the main claim, the supporting arguments, and the empirical data the explanation relies on. The sources of the data, the methods of analysis, and the potential biases or limitations of the explanation can be looked at closely as well. They should compare the explanations with alternative or competing explanations, and assess how well it accounts for the observed phenomena.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): Activity Section

Location: Question 5, bullet c

Original Text: c. Burning fossil fuels releases carbon within the atmosphere. (Always)

Updated Text: Statement was removed from the activity.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): NA

Location: Carbon and Nitrogen Cycle

Original Text: Human activities such as the burning of fossil fuels for industry, transportation, electricity generation, and deforestation are affecting the carbon cycle. As fossil fuels such as oil, gas, and coal are burned, they add more carbon dioxide intothe atmosphere. The burning of fossil fuels by automobiles, power plants, and industrial processes adds Nitrogen and nitrous oxides into the atmosphere. Both of these cause imbalances in the atmosphere and in ecosystems.

Updated Text: Delete text, leave: Human activities are affecting the carbon cycle. Added "Several processes" Several processes can add nitrogen and nitrous oxides into the atmosphere.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): NA

Location: Carbon and Nitrogen Cycle

Original Text: However, too much CO2 produced from fossil fuels has caused Earth to become warmer. This is what we call global warming., Carbon dioxide can also come from fossil fuels. The use of too many fossil fuels is a cause of climate change.

Updated Text: removed reference to fossil fuel as it went beyond the standard

Component: ***STEMscopes Science TX - Biology (Online)***
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): NA

Location: Carbon and Nitrogen Cycle

Original Text: Description Students will research and participate in an inner/outer circle discussion about how the increase in fossil fuel emissions affects the oceanic acid level. Driving Question How does an increase in CO2 emissions affect coral reefs?

Updated Text: Rephrase the description and driving question Students will research and participate in an inner/outer circle discussion about the changes in the carbon cycle affecting the oceans acid level. Driving Question How does a change in the carbon cycle affect coral reefs? Rephrase Activity step 3 3. Have devices available for students to conduct research. Remind students that they should be prepared to discuss How a change in the carbon cycle affect coral reefs. Rephrase Virtual Instructions- Prior to the Discussion step 3 3. Draft your position statement. Make sure to include information about: a. A change in natural processes affects the carbon cycle b. How carbon dioxide adjusts the pH of the ocean c. The monetary impact of ocean acidification (tourists, coral reefs, fishing industry)

Component: ***STEMscopes Science TX - Biology (Online)***
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): page 1

Location: The Problem, Criteria and Constraints

Original Text: How can hydroponics be used to help families grow fresh food year round at home? • Pot materials should be able to be found in the average home. • Purchased materials should be less than $35.00, including seeds (if these are provided materials, you still need to provide a cost for the system). • Growing systems need to fit in an area that is 2 square feet. • Plants will need to be grown in a window or under a grow light.

Updated Text: How can families grow fresh food year round at home in a limited amount of space? • Design a solution that allows families to grow crops in a limited amount of space. • Materials must include: shallow containers, rocks, and a light source. • Purchased materials should be less than $35.00, including seeds (if these are provided materials, you still need to provide a cost for the system). • Growing systems need to fit in an area that is 2 square feet. • Crops can include spinach, tomatoes, lettuce, peppers, and cucumbers.

Component: ***STEMscopes Science TX - Biology (Online)***
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): page 1

Location: Bullet 4

Original Text: • Problems with the hypothesis

Updated Text: • Critique of the hypothesis

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): page 1

Location: Introduction

Original Text: You will research theories about the origins of life and then debate the scientific validity of these hypotheses for the origin of DNA with your peers.

Updated Text: You will research and critique theories about the origins of life and then debate the scientific validity of these hypotheses for the origin of DNA with your peers.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): page 1-2

Location: Graph Creation, Data Analysis instructions and questions 1 and 2

Original Text: Create a bar graph to help visualize the data from the table. A sample image of a bar graph is given. Complete the data analysis questions. 1. What science concept do the data table and graph show? The data table and graph show dominant and recessive traits among students. 2. How are the axes on the graph labeled? The x-axis is labeled Specific traits and the y-axis is labeled Number of students.

Updated Text: Create a pictogram to help visualize the data from the table. Student graphs will vary. Complete the data analysis questions using your pictogram. 1. What science concept do the data table and pictogram show? Dominant and recessive traits among students. 2. How are the axes on the graph labeled? The X-axis is represented by the traits and the Y-axis is represented by a series of images representing the number of students with the trait.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): page 3

Location: Reflection and Conclusion

Original Text: 1. How does cell division help an organism develop from two cells (an egg and a sperm) into an organism that is composed of millions or billions of specialized cells? Without the ability to create more cells through the cell cycle, new organisms would remain as two cells. Mitosis allows the cells to divide and create more cells. Each new cell can divide and become two new cells. Those cells become different organs and tissues through environmental factors or factors within the organism.

Updated Text: 1. How does cell division help an organism grow from two cells (an egg and a sperm) into an organism that is composed of millions or billions of specialized cells? Without the ability to create more cells through the cell cycle, new organisms would remain as two cells and not grow larger. Mitosis allows the cells to divide and create more cells. Each new cell can divide and become two new cells. Those cells become different organs and tissues through environmental factors or factors within the organism.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): page 3

Location: Share

Original Text: Use the space below to plan how you will present your solution to the problem. Your presentation should include the scientific ideas used to solve this defined problem.

Updated Text: Use the space below to plan how you will present your solution to the problem. Your presentation should include the scientific ideas used to solve this defined problem but can be in any format of your choice such as a digital presentation, poster, play, or speech.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): page 5

Location: Claim-Evidence-Reasoning

Original Text: Using the information gained in this Explore activity, write a scientific explanation in support of cell division being important to repair damage. When the body undergoes damage, cells divide to replace the cells that died or were damaged beyond repair by the injury to the body. Mitosis is cell division. The body controls when new cells are made for things such as repair of damaged tissues and new growth during the maturation process. Without cell division, repair would never take place. Damage to the body results in damage to the cells of the body or even cell death. Without cell division, there is no way to replace the cells that were damaged or killed by the injury to the body.

Updated Text: Using the information gained in this Explore activity, write a scientific explanation in support of the cell cycle being important to the growth of organisms. The cell cycle is important because it can result in the growth of a multicellular organism. Mitosis is cell division. A single cell separates into two identical daughter cells. The body controls when these new cells are made for things such as new growth during the maturation process or repair of damaged tissues. Without the cell cycle, growth of a multicellular organism would never take place. Individual cells undergo mitosis to produce two daughter cells. By producing more cells, a multicellular organism can grow larger.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Type: Editorial Change

Current Page Number(s): Q/A 8, Q/A 10, Q/A 11

Location: Carbon and Nitrogen Cycle

Original Text: 8. What are some ways that disruptions to the carbon cycle can result in some significant consequences for Earth? 10. How do the disruptions to the carbon cycle cause a loss of stability in an ecosystem? Use examples. 11. How do the disruptions to the nitrogen cycle cause a loss of stability in an ecosystem? Use examples.

Updated Text: Add test Disruptions to these cycles affect the stability of ecosystems. Question 2A Changes to the atmosphere, including more carbon. Question 3A The amount of active carbon is increasing because all of the carbon that is being released into the atmosphere is from places where it has been stored for long periods of time. Question 5A The amount of nitrogen is increasing through the use of fertilizers and other natural processes. Question 6A Answers may vary. A possible student response could include the following: Humans add nitrogen to fertilizer for crops or removing plants that play in role in nitrogen fixation. Question 8A Answers may vary. A possible student response could include the following: The carbon cycle is a biogeochemical cycle. A disruption to any one part of the carbon cycle will

affect the other components of the carbon cycle in unpredictable or unsustainable ways. Question 10A Answers may vary. A change in the carbon cycle impacts both plants and animals through food chains, cellular respiration, and water chemistry. Question 11A Answers may vary. A possible student response could include the following: Oxygen depletion in lakes and rivers due to algal blooms, which are caused by too much nitrogen in the water, decreases the amount of oxygen that is available for fish. In that case, only the fittest organisms survive to reproduce, and the number of organisms that the pond or lake is able to support is reduced. This reduction in the fish population affects organisms that feed on the fish and reduces the number of fish that are feeding. Each of these actions changes the ecosystem in ways that will most likely damage the habitat.

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): 1

URL:

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Feedback Text: add something about cost analysis to make it fit the identity of the TEK

Publisher Response: Accepted with initial change based on SRP review
https://docs.google.com/document/d/1NYMj34sDQ_dxocN3PoyOBrthZxwYunR6HcUQVLimv1c/edit?usp=drive_link

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): 1

URL:

View Content

Feedback Text: Add a graph for students to use

Publisher Response: Blank graph will be added to the student facing material

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): 1

URL:

View Content

Feedback Text: Mention need to draw Punnett squares to emphasize diagrams.

Publisher Response: Accept: We will add a line to the Planning Teacher scripted discussion for students to draw a Punnett square. https://docs.google.com/document/d/1cftEG6rAXHt0vN7hqB0Yj2GUCF-3BKr6nQxnMCbVnHk/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): 1 and 2

URL:

View Content

Feedback Text: explain the safety procedures necessary for these scenarios to take place

Publisher Response: New citation provided - no change needed

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): 17

URL:

View Content

Feedback Text: Use the vocabulary word at some point. I don't see any mention of the word qualitative nor quantiatative

Publisher Response: Accept: The words qualitative and quantiative are found on page 6 of this document in the comparative investigatons paragraph https://drive.google.com/file/d/1SDMZyYIn-g7CJZzPoXIqvPXsRtf7remb/view

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): 32

URL:

View Content

Feedback Text: Have students show or describe how to use the lab equiptment.

Publisher Response: Accept: This was fixed during the SRP citation review process with an updated version of this document. Pages 37 and 38 address how to use the tools asked about on page 32.
https://drive.google.com/file/d/1SDMZyYIn-g7CJZzPoXIqvPXsRtf7remb/view

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): 32

URL:

View Content

Feedback Text: Add in instructions a descriptor of how to use each piece of equipment to actually hit the verb of the TEK

Publisher Response: Accept: This was fixed during the SRP citation review process with an updated version of this document. Link below. Pages 37 and 38 address how to use the tools asked about on page 32. https://drive.google.com/file/d/1SDMZyYIn-g7CJZzPoXIqvPXsRtf7remb/view

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): ALL

Feedback Text: Get rid of the horse sequencing. It is still out of scope

Publisher Response: PhD reviewed and removed.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1

URL:

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Feedback Text: Not sure about the word "tricking", I would use the word hijacking.

Publisher Response: adjusted to hijacking cellular processes.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1

URL:

View Content

Feedback Text: This is an exceptionally weak narrative for Qualitative data and the teacher notes do not specify to discuss qualitative data.

Publisher Response: Accept. Change is not needed because other citations were accepted to meet the breakout. https://docs.google.com/document/d/18nBWIQYX6OvqK56kkj8d9rXReICCvA72eCSkwLNbJsk/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1 criteria

URL:

View Content

Feedback Text: Change design to 'design and draw' in order to meet the standard

Publisher Response: Accept: This is addressed on page 2 of the document where the instructions ask them to draw the plan and label https://docs.google.com/document/d/1feQ8-Wx5l-x0FLMssOHjVJHQf3L45sUKVGPOEQtcY78/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1 criteria

URL:

View Content

Feedback Text: This activity would be a stronger example of this TEKS with the addition of data collection on the movement

Publisher Response: Accept: Students will be collecting data when testing their criteria on page 2 of the student handout https://docs.google.com/document/d/15xMJExRDPj9lRYnEaB5Wye_j_M0rJrotIdfHIIBD68o/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1 criteria

URL:

View Content

Feedback Text: more detailed instructions on the qualitative data you would like to see collected is needed

Publisher Response: Accept. Change is not needed because other citations were accepted to meet the breakout. https://docs.google.com/document/d/1et3MBPhaOkez0sdMprok0eO1AHJCT9etTfVhRkClw5c/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1 driving question

URL:

View Content

Feedback Text: Change the driving question to a class discussion and then it meets what the tek says

Publisher Response: Adjusted for SRP citations

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1 goals

URL:

View Content

Feedback Text: This activity met the criteria because it provides the opportunity for collaboration. Please consider adding instructions providing for group presentations.

Publisher Response: Accept: there is a rubric on page 4 of the student handout addressing the presentations https://docs.google.com/document/d/19sGgINXaNGMyFZPuyEbtOObpA7nlJiRqTnVLuzlv45o/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1 question 3

URL:

View Content

Feedback Text: Even though lytic and lysogenic cycles appear to be removed from the new standards, it is nearly impossible to teach how viruses cause disease without describing both reproductive cycles. We have decided that it is too important to remove from our current curricula, and we advise amping up this concept

Publisher Response: This was initally rejected because it goes above the new TEKS. This TEKS was actually removed from the Biology course. We did add content to the STEMscopedia over this topic during the SRP citation approval phase. https://texas.review.acceleratelearning.com/api/content-provider/scopes/9681/download/FL-STX_B_Diseases_EXPLAIN_STEMScopedia_AK.pdf

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1, question 4

URL:

View Content

Feedback Text: Remove the skeleton from amino acids, replace with cell structure of transmembrane proteins

Publisher Response: Accept: Question 4 has been modified to be this - Animal fats and plant oils are _____ and provide a cushioned layer and _____ for the cell. A. triglycerides; insulation B. phospholipids; water-loss prevention C. steroids; energy storage D. waxes; water-loss prevention https://docs.google.com/document/d/1r9QbnQJI9ZsUayqJY7ETnKjEEagic9J2zyfTGnf7k1U/edit?usp=drive_link

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 1-2 procedure

URL:

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Feedback Text: Refer each procedure back to a control variable

Publisher Response: Accept: No change was needed because other activities were accepted
https://docs.google.com/document/d/1OQvqExaQmME9l-5e0AcPPbYXe15E6nLHnwLYTBVVfDk/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 10

URL:

View Content

Feedback Text: This narrative meets the requirement of giving the teacher an opportunity to teach the process skill, but you might consider adding more explicit questions on the student pages to guide new teachers and provide upward differentiation.

Publisher Response: Accept: Link to new document: Secondary Exploring as Scientists and Engineers
https://drive.google.com/file/d/1SDMZyYIn-g7CJZzPoXIqvPXsRtf7remb/view

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 11 question 6

URL:

View Content

Feedback Text: Good question, but prezygotic and postzygotic are not vocabulary terms we would expect students to know, nor would we specifically teach these terms. Change the terms to more student friendly on-level 9th grade terms.

Publisher Response: Accepted: we will change the terms to more student friendly terms
https://docs.google.com/document/d/13nGhbKfhEYu4eVUhfFbbVxHE1QMH8vKcofRNtcemTZU/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 12

URL:

View Content

Feedback Text: Remove the phrase "HaberBosch process". This is not in the TEKS and students will fixate on the process name.

Publisher Response: Accept: we will remove the term HaberBosch process from the STEMscopedia
https://docs.google.com/document/d/1pTeGFQLFx2D0Qdva0gXSxjInxRoJnXvIN_GZvZXEcsg/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 13

URL:

View Content

Feedback Text: this is a 9th and 10th grade course, please don't stop at 8th grade. It gives students the thought that this use is below them or feel robbed if they havn't used them in previous grade levels.

Publisher Response: Accept: a page will be added for HS grades https://docs.google.com/document/d/1kjb-lB8vuqsdaPiF9VDd9Aoc8kjB3lQU80yefrO9x4k/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 2

URL:

View Content

Feedback Text: Add a question about safety with regard to activity.

Publisher Response: Accept: Will add a question about safety.
https://docs.google.com/document/d/1hwZg1RYijtLBlxPB75YACCGHTJnoZ96ceaKYPlp35WQ/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 2

URL:

View Content

Feedback Text: for this activity you can include a word bank to cover all of the standards and state that each word or process must be addressed

Publisher Response: This is an example of a change that was made during the citation review process so initally rejected here. No change needed because an alternative citation was accepted by the SRP.
https://docs.google.com/document/d/1qWkJykLVcTjZnNKovvShWmZt-hFXPkd9EZrdPxWQAYc/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 2 part 2 of procedure

URL:

View Content

Feedback Text: The activity is great, but I believe it fails to hit the cellular process component. It does hit that enzymes are catalysts, but I believe the standard wants specific cellular processes where enzymes are required.

Publisher Response: Accept. No change needed because this citation was adjusted during initial review and accepted by the SRP. https://texas.review.acceleratelearning.com/api/content-provider/scopes/9678/download/STX_B_Biomolecules_EXPLORE_2_ISN_LeftSide_KeeptheChangeSummary_SH.pdf

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 2 question 4

URL:

View Content

Feedback Text: Change influenza to a bacterial infection as the immune pathways are somewhat different and may confuse kids. Or add something about why antibiotics wouldn't work with a viral infection.

Publisher Response: will adjust to be a bacterial infection.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 2 question 5

URL:

View Content

Feedback Text: additional examples of specific cellular processes are needed in the lab

Publisher Response: This is an example of a change that was made during the citation review process so initally rejected here. Citation was accepted additional examples that the reviewer was looking for are found in other areas of the lesson. An examle is in the STEMscopedia linked below https://texas.review.acceleratelearning.com/api/content-provider/scopes/9678/download/FL-STX_B_Biomolecules_EXPLAIN_STEMScopedia_AK.pdf

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 26

URL:

View Content

Feedback Text: Are pulleys still taught in middle school? It is not a tek in IPC. If a student has never worked with a pulley system this question may have no relevance.

Publisher Response: Accept. Change is not needed because other citations were accepted to meet the breakout. https://texas.review.acceleratelearning.com/api/content-provider/scopes/9688/download/STX_B_GeneExpression_ELABORATE_MathConnection_DataTable_6-12SH.pdf

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 28

URL:

View Content

Feedback Text: remove the "at home" instruction and require with a friend or partner to meet the collaboration requirement

Publisher Response: Accept: Will remove the phrase "at home" to require collaboration with a friend or team member. https://docs.google.com/document/d/1YLrbirP6MU9DfatpiueglvgXFUdnT2uIBHwfZXfd0ec/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 28

URL:

View Content

Feedback Text: Specify that they will work in teams/partners for this activity. They suggestion is to talk to someone, however that isn't listed as a requirement in order to appease the collaboration.

Publisher Response: Accept: we will add specificity to the teacher facilitation instructions
https://docs.google.com/document/d/1YLrbirP6MU9Dfatpiueglvg XFUdnT2uIBHwfZXfd0ec/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 28

URL:

View Content

Feedback Text: Have somewhere for teacher to know that both of these options are just that, options. Teacher doesn't have to require both.

Publisher Response: Accept: Will clarify that the oral/ written options are just options.
https://docs.google.com/document/d/1YLrbirP6MU9Dfatpiueglvg XFUdnT2uIBHwfZXfd0ec/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 3

URL:

View Content

Feedback Text: Have direction somewhere in activity that a minimum number of reasons is required.

Publisher Response: Accept: Refer to the rubric. It clarifies the minimum amount of reasons a student needs to provide to achieve mastery.
https://docs.google.com/document/d/1EcZIyRYRT83PkJARlmILcHHdu4zeNRlhrIqrPfU2CNQ/edit?usp=drive_link

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 3

URL:

View Content

Feedback Text: This activity would provide the teacher the opportunity to teach about safety, but it is not specific enough about the safety requirement. This activity would be enhanced with a section for safety equipment.

Publisher Response: Accept. Connections to safety will be added.
https://docs.google.com/document/d/1mPKfOSwz69_nyhih4jHmg_NY6p2f5GdojaFQHoBvmDM/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 3

URL:

View Content

Feedback Text: Only option student is given in this example is writing. Need to offer other ways for students to be able to demonstrate understanding.

Publisher Response: Accept: Teacher facilitation provides opportunities for students to respond to questions verbally as well as the written response.
https://docs.google.com/document/d/1XaV1RGZQsaKqfvvXSfqDxYxVNZ3p99ceKisFCWw90Kc/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 3

URL:

View Content

Feedback Text: fix the graph to show that time is linear.

Publisher Response: Accept: This feedback is actually refering to the Station 5 graph. The correct graph is here-
https://docs.google.com/document/d/1XeefRJwblrPAVstLxpMQlcx8SXvXaPqIX00-042841A/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 3

URL:

View Content

Feedback Text: Need to mention what safety equipment or how safety equipment would be a part of the field experiment.

Publisher Response: New citation submitted to SRP to include safety equipment needed, can be found on LCEC changes

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 4

URL:

View Content

Feedback Text: Add a clarifier on how the teacher ensures that all voices are heard during the activity

Publisher Response: Accept. Clarify in teacher facilitation.
https://docs.google.com/document/d/1F1S2laK3zQ4LXZt55DG_EXBIbZsfLIleT_AwL8kXMYM/edit?usp=drive_link

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 4

URL:

View Content

Feedback Text: The answers are typed into the station card

Publisher Response: remove answers

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 4

URL:

View Content

Feedback Text: Modify rubric to state student group rather than individual student since this is a collaborative activity

Publisher Response: rubric adjustment made to reflect the collaborative activity.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 4 question 4

URL:

View Content

Feedback Text: This is a minimal meeting of the TEKS and does not foster HOT.

Publisher Response: Accept. The TEKS are met and many other HOT activites are provided throughout the lesson. Remember that citations are at the breakout level and often do not show the whole lesson.
https://docs.google.com/document/d/1O9x-ksObYnic6YpemBxUQembfS7ZrEepw7J23bBk-sQ/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 4 question 7

URL:

View Content

Feedback Text: running is a bad exampled of a trait. Change it to speed.

Publisher Response: Accept. Change Question 7 to "When would a new adaptation, such as running fast, be largely distributed to a population by natural selection?" Change the answer to "If running fast provided an advantage of some sort, then it would be passed on. Let's say that a population gained a new predator that could not run very fast. Running faster would give organisms an advantage, which would help them survive. They would produce offspring, and hopefully, some of them would retain this ability."
https://docs.google.com/document/d/1I4PCRhw1JjKWmv9n33A_KFJH1_Cg1yhwWDOzm4nV03I/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 4 reflection 3

URL:

View Content

Feedback Text: This particular question could be Explanation or Prediction. You might consider clarifying this question.

Publisher Response: Accept. Change Reflection Question 3 to "If an earthquake happened and five appetizer forks and a spork were stranded across a canyon, what would eventually happen to the appetizer forks?"
https://docs.google.com/document/d/1_VtGkIUU8GBv2ftq0zSvNavLGYmFeAx0rrKogWSZ5S4/edit?usp=drive_link

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 5

URL:

View Content

Feedback Text: Add a question about how models can benefit scientists.

Publisher Response: already addressed in SRP citations

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 5

URL:

View Content

Feedback Text: On question 3 ask students to draw the models and then explain, or provide pictures of the three models and ask them to explain.

Publisher Response: This is an example of a change that was made during the citation review process so initally rejected here. Accept. Expand question 3 as described in the description of feedback.
https://docs.google.com/document/d/1VDy7CSPhOdNbZVnC0oYC3R-EgctwDsuAvu3wIXoXx-I/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 6

URL:

View Content

Feedback Text: Add something about appropriate response (respect)

Publisher Response: Accept. Include the term 'respectfully engage'.
https://docs.google.com/document/d/13C5mMP0wZYlUtH5VFx3NwLBVf97n764NtaA-H2tHO68/edit?usp=sharing

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 6-7

URL:

View Content

Feedback Text: Taxonomy removed from standards, recommend removing from the passage.

Publisher Response: Accept - Rewrite 3 paragraphs on the STEMscopedia to still include archeabacteria and bacteria but not domains and kingdoms specifically. https://docs.google.com/document/d/1bDfqYoK-T4SpmcyJO5Qkk9VnepKVaR9zrFAjsI7t5pU/edit

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 8

URL:

View Content

Feedback Text: Reduce the size of the font regarding molecular examples. It gives the appearance that they are additional labels on the graph.

Publisher Response: image adjustment made on new SRP submission

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): page 8

URL:

View Content

Feedback Text: graph axis need to be switched

Publisher Response: PhD Review required Will change axis.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): paragraph 19

URL:

View Content

Feedback Text: While this citation does provide the teacher an opportunity to discuss equipment and safety in an experiment, it would be hard for a new teacher to extrapolate that goal from this reading. Please find more appropriate citations or vary them.

Publisher Response: This is an example of a change that was made during the citation review process so initally rejected here. https://drive.google.com/file/d/1YTfY3WyfJwcZw7OnHTXDR7iLZMwjyFYe/view

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): paragraph 7

URL:

View Content

Feedback Text: Include a picture with the examples of analogous structures to allow teacher to have visual for student support.

Publisher Response: New citation was provided with visuals. Noted on LCEC

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): preparation

URL:

View Content

Feedback Text: Please consider adding a safety component or review to all of your activities.

Publisher Response: addressed in new citation to SRP

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): slides 1-10

URL:

View Content

Feedback Text: These slides provide an opportunity for the teacher to teach about lab safety, but it is a minimal slide show and should be enhanced with HS appropriate equipment.

Publisher Response: New citation provided - no change needed

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): the problem & the criteria and constraints

URL:

View Content

Feedback Text: hardy Weinberg is not in the standards

Publisher Response: Accept: We will remove from the teacher and student version ', such as the Hardy–Weinberg principle,' from the last bullet under 'Criteria and Constraints'
https://docs.google.com/document/d/1mIES8U51nFtf4NGhM0IeYHq03-lBWZzTEXXxPkxtKPo/edit?usp=sharing

Program: STEMscopes Science TX - Biology: ELPS

Feedback and Publisher Responses

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): N/A

URL:

View Content

Feedback Text: What does "scanning at a high level mean" Calling something high level doesn't mean that it is actually high level.

Publisher Response: Change already accepted and on the site. Strategies revised.
https://texas.review.acceleratelearning.com/suit/scopes/9696/a27f7916-e678-3fc5-9564-9238d7c53697/f8dd1036-4cbf-3ad8-8529-7bcff8fad2d7

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: Identify activity and what it does

Publisher Response: Added the following:The teacher will print out a set of Picture Vocabulary terms for the scope. They will then cut off the definitions from each key term. The teachers will then post the terms with images around the room and assign students to groups. Groups will be assigned to a Picture Vocabulary term and will be asked to define the term in their own words. After a preset time, the student groups will rotate to the next term and repeat this process until all terms are visited and all definitions are created.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: activity instructions needed

Publisher Response: Added the following:Students are paired and given a role of expert/novice or formal/informal and asked to question and respond from their given role. For instance, the novice could ask a question and the expert respond, or the informal speaker could ask a question with a formal response given back. This can be used for introductory activities such as classroom procedures or for higher-level activities involving greater depth of concepts.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: The lesson clearly meets the cooperative requirements of the ELP. but the strategy you cited for the teacher is unclear. Please give details of the strategies.

Publisher Response: Added the following: Students will engage in partnered academic dialogue with pre-planned sentence starters to begin and futher the conversation.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: The use of the Frayer model in the student INB is what allows for this ELP to pass, not the use of analogies.

Publisher Response: Accept: Frayer model is included in the activity.
https://texas.review.acceleratelearning.com/api/content-provider/scopes/9678/download/STX_B_Biomolecules_EXPLORE_Virtual_ISN_LeftSide_FrayerModel.pdf

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: Need to provide what the activity Chat room is in order to help teachers understand what student expectation is with regards to writing.

Publisher Response: Added the following:Each student is provided a term or concept and a paper cell phone template. On the cell phone screen, students describe the new content through an informal text message. Then, students pair up and trade cell phones with partners. Partners use formal English to rewrite the text message.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: You need to add a clarification of what "vocabulary alive" is and provide a useable link, not just amazon.

Publisher Response: Added the following:Teachers introduce body movements for each new vocabulary term. Students practice newly acquired vocabulary terms by performing the movement whenever they hear the new vocabulary word spoken.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: No description of what carousel activity is

Publisher Response: Added the following facilitation:The teacher will print out a set Picture Vocabulary terms for the scope. They will then cut off the definitions from each key term. Teachers then post the terms with images around the room and assign students to groups. Groups will be assigned to a picture vocabulary term and are asked to define the term in their own words. After a preset time, the student groups will rotate to the next term and repeat this process until all terms were visited and all definitions created.

Component: *STEMscopes Science TX - Biology (Online)*
ISBN: 9798888266953

Page Number(s): Scroll down to English Language Support Strategies

URL:

View Content

Feedback Text: I followed the links all the way to the teacher resources and I could not find an explanation of "Creating words" It might be a great activity, but I can't approve it if I don't know what it is.

Publisher Response: Added the following:Students play a vocabulary game to review knowledge and represent words in creative ways. Students select a word and roll a cube with options. Options include modeling, drawing, acting, writing, and talking tasks. Students complete the rolled task and other group members or classmates guess the correct term.

Publisher: Accelerate Learning Inc.

Chemistry

Program: STEMscopes Science TX - Chemistry: TEKS

Editorial Changes

Component: *STEMscopes Science TX - Chemistry (Online)*
ISBN: 979888266717

Type: Editorial Change

Current Page Number(s): NA

Location: Nuclear Technology

Original Text: • What are some harmful applications of nuclear energy? Waste and weapons

Updated Text: Remove • What are some harmful applications of nuclear energy? Waste and weapons

Program: STEMscopes Science TX - Chemistry: ELPS

Editorial Changes

Component: *STEMscopes Science TX - Chemistry (Online)*
ISBN: 9798888266724

Type: Editorial Change

Current Page Number(s): Page 6

Location: Question 8

Original Text: Image change

Updated Text: Image change

Publisher: Accelerate Learning Inc.

Integrated Physics and Chemistry

Program: STEMscopes Science TX - IPC: TEKS

Editorial Changes

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): 1

Location: RAFT prompt

Original Text: Chemical reactions contributing to global climate change

Updated Text: Chemical reactions that may impact the environment

Component: *STEMscopes Science TX - IPC: TEKS*
ISBN: 9798888266755

Type: Editorial Change

Current Page Number(s): 1-2

Location: Pages 1-2

Original Text: The mechanical energy that is used in generators can come from flowing rivers, wind, or other sources.

Updated Text: The mechanical energy that is used in generators can come from flowing rivers, wind, steam from heating water with fossil fuels or other sources.

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): all

Location: q 3,5,7, 9, 10

Original Text: Several questions were updated

Updated Text: See highlighted text on questions 3, 5, 6, 9, 10

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): all

Location: Sections titled Nonrenewable, Renewable Energy, A Brief Explanation of Renewable Energy Sources

Original Text: Reference to green energy and greenhouse gases was removed or changed

Updated Text: Refer to highlighted text to see content that was removed (red highlights) or changed (yellow highlights)

Component: *STEMscopes Science TX - IPC: TEKS*
ISBN: 9798888266755

Type: Editorial Change

Current Page Number(s): Identifying Misconceptions section

Location: Identifying Misconceptions section

Original Text: Students may think that the greenhouse effect is an abnormal process. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to the appropriate amount of greenhouse effect and how carbon dioxide emissions are related to a runaway greenhouse effect.Students may think that renewable energy is too expensive to use. Students may need instruction as to newer developments in renewable energy technology.Students may think that global warming is inevitable. Students may need instruction on ways to slow global warming and current technologies that help accomplish this.

Updated Text: Misconception: the greenhouse effect is an abnormal process. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to the appropriate amount of greenhouse effect and how carbon dioxide emissions are related to a “runaway” greenhouse effect. Misconception: there are no positives associated with the use of fossil fuels. Students may need instruction as to the benefits of using fossil fuels. Misconception: renewable energy is too expensive to use. Students may need instruction as to newer developments in renewable energy technology. Misconception: global warming is inevitable. Students may need instruction as to ways to slow global warming and current technologies to help accomplish this.

Component: ***STEMscopes Science TX - IPC: TEKS***
ISBN: 9798888266755

Type: Editorial Change

Current Page Number(s): Last two sections: Chemistry's Impact on Air Quality and Chemistry's Impact on Global Climate Change

Location: Teacher Background - Last two sections: Chemistry's Impact on Air Quality and Chemistry's Impact on Global Climate Change

Original Text: Chemistry’s Impact on Air QualitySmog is a famous example of chemical reactions impacting air quality. Produced by cars and trucks, it is the by-product of internal combustion engines. Smog consists of fine particulates, called soot, and numerous chemicals. These include nitrogen oxides, volatile hydrocarbons, ozone, and carbon monoxide. During rush hour, a high concentration of nitrogen oxides and hydrocarbons are emitted by cars and trucks. These chemicals react with oxygen and water in the air to form more complex chemical compounds that turn the air a distinct shade of brown. This type of air pollution is known as photochemical smog, because it is catalyzed by light from the Sun, and is more common during the summer months when sunlight is brightest. Smog can be harmful to animals (including humans) if inhaled for prolonged periods of time. Some air pollution creates acid rain that also compounds contamination of soil and water systems. Chemistry’s Impact on Global Climate ChangeAnother impact of chemical reactions is climate change. The burning of fossil fuels, whether to generate electricity or to power cars and trucks, causes the amount of greenhouse gases in the atmosphere to increase. As the number of power plants and the number of cars increase, the amount of greenhouse gases increases in the atmosphere also. This causes the heat naturally released by the ground after it has been exposed to sunlight to become trapped. This trapping of heat increases the global average temperature. Temperatures have already increased by over a degree Celsius compared to the global average over the last 100 years. Scientists predict that if we continue to burn fossil fuels at the current rate, we may experience temperature increases of more than four degrees Celsius. These increased temperatures can affect growing seasons and locations. Foods that need to be grown in cooler climates will no longer grow well in the same area if it is too warm. This change in food production will impact natural food webs and human agriculture.

Updated Text: See highlighted text on the document for changes made.

Component: ***STEMscopes Science TX - IPC (Online)***
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Chemistry’s Impact on Water

Original Text: adjusted reference to fossil fuels

Updated Text: Add to Chemistry's Impact on Global Climate Change Scientists predict that if we this warming trend continues that increased temperatures can affect growing seasons and locations.

Component: ***STEMscopes Science TX - IPC (Online)***
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Chemistry's Impact on the Envirornment

Original Text: adjusted reference to fossil fuels

Updated Text: Text added to Causes of global climate change. Chemical pollutants to the air has enhanced the warming of the Earth by increasing the greenhouse effect. The greenhouse effect is the warming of the Earth due to the trapping

of heat by greenhouse gas molecules in the atmosphere. Text added to The Greenhouse Effect Industrial activities and other processes involving chemical reactions have added carbon dioxide (CO2), methane (CH4), nitrous oxide (N20) and other greenhouse gases to the atmosphere. Global climate change has led to increased ocean temperatures, changing weather patterns around the world, melting glaciers, a decrease in Arctic sea ice, and rising sea levels.

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Generating Electricity

Original Text: missing word

Updated Text: Fossil added to the word bank and fill in the blank The mechanical energy that is used in generators can come from flowing rivers, wind, steam from heating water with fossil fuels or other sources.

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Generating Electricity

Updated Text: Changed the Skit and Driving Question Energy Transformations Skit Driving Question How does energy change forms on its path to becoming electricity? Goals: • The skit should be three to five minutes in length. • Include information about: • The basic energy conversion in a generator: mechanical to electric • One of the following resources for powering a generator: wind, oil, natural gas, coal, moving water • How is energy transformed from one form to another in the resource you have chosen?

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Nuclear Reactions

Original Text: Nuclear Debate Scenario A science teacher asked her class, “What is nuclear power?” The students pondered the question for a moment and then discussed it with their neighbors. The responses of four students are seen below

Updated Text: Nuclear Technology Scenario Data was collected which demonstrates a decrease in the cost of solar panels over time. The price per Watt has shown a decreasing trend from $7.34 in 2010 to an estimated $2.22 in 2021. The second graph compares the cost of installing solar power sources with nuclear power sources from 2007 compared with 2018. 2018* is a comparison of the cost for ancillary equipment needed to store the energy produced. Prompt Write a scientific explanation that predicts the likelihood of solar panels being used as a renewable energy source in the future. Claim: Solar energy may emerge as a potential contender to complement other forms of renewable energy sources, considering its decreasing costs and environmental benefits, even though nuclear energy currently boasts a lower installed cost per kilowatt-hour. Evidence: The reduction in the cost of solar panels over the past decade, now averaging just $2.22 per watt, suggests a possible trend towards greater affordability and accessibility for solar energy technology. Solar panels rely on energy from the Sun, which is widely available in most regions, offering a potentially reliable energy source. The cost of installing solar power sources has experienced a decrease, particularly w hen compared to the increasing installation costs associated with nuclear power facilities between 2007 and 2018. While

nuclear energy currently has a lower installed cost per kilowatt-hour, it's important to consider the overall environmental and safety aspects when evaluating its future prospects. Reasoning: The evidence of decreasing solar panel costs and installation expenses over the last decade raises the possibility that solar energy might become a valuable addition to the mix of renewable energy sources in the future. Solar energy also provides a relatively clean and sustainable energy solution with minimal carbon emissions, making it an appealing option in an environmentally conscious world. However, it's worth noting that nuclear energy, with its lower installed cost per kilowatt-hour, remains a significant player in the energy landscape. The balance between cost and environmental considerations will play a crucial role in shaping the future energy landscape, and the outcome remains uncertain. NuclearTehcnhology Rubric for Reasoning 2 - The student accurately connected the evidence to that solar panels are safer for the environment and explained the cost benefits from the data shown. 1- The student accurately explained that solar panels are safer for the environment but did not connect it back to the evidence.

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Original Text: New Content

Updated Text: Background Knowledge It is hard to look around your home or classroom and not see something that runs on electricity. Car companies are creating electric cars and buses that travel on the roads in our neighborhoods. Electricity is an important part of our lives. Electricity is often created by turning a structure called a turbine. Nonrenewable energy sources, such as the fossil fuel coal, are burned to create the energy needed to turn a turbine. Renewable energy sources use wind, water, or heat from within Earth to turn a turbine. Energy from the Sun can create electricity without a turbine. The Sun’s energy can also be used as a heat source without electricity. Energy sources are also needed to power transportation. Cars, trucks, buses, planes, trains, and large ships all need fuel. These vehicles cannot be powered by wind, water, or heat from within Earth. The terms renewable and nonrenewable indicate if the energy source could become short in supply. Fossil fuels such as coal, oil, and natural gas are considered nonrenewable because they take millions of years to form before they can be removed from Earth and used for fuel. Renewable sources, on the other hand, are resources such as wind, water, and heat from within Earth (called geothermal)—the Sun, for instance, will not run out or be used up, therefore it is regarded as renewable. These sources are continuously available on Earth but are dependent on location and local weather conditions. All Science outside the Classroom: Solar Water Heater instructions update See Link

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Renewable Energy

Original Text: Adjusted to look at both positive and negative impacts of energy choices

Updated Text: Update Renewable Engergy Scenario Your local city council has contacted you to present your knowledge on renewable energy. You will need to formulate a response to the following prompt: Currently, we would like to increase our local energy production by using a renewable energy source. Given the data below and what you know of conditions in your local community which renewable energy resource would you recommend? Prompt: Write a scientific explanation that analyze the effects renewable energy sources have on the environment. Claim: My community would benefit the most from wind power generation. Evidence: My community is very windy and the data shows that wind energy allows the power industry to avoid producing 187 million metric tons of carbon dioxide. Reasoning: The combination of my community being in a windy environment and that wind power allows the power industry to avoid producing a huge amount of carbon dioxide leads to the recommendation to invest in more wind power generators. 2 -

The student accurately connected the evidence to their claim about which type of renewable energy to adopt. 1- The student accurately explained their claim about which type of renewable energy to adopt but did not connect it back to the evidence.

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Preassessement: Renewable Energy

Original Text: New Content

Updated Text: Question 4 and answer choices updated 4. One major disadvantage of renewable energy sources is _____. a. cost b. cleanliness c. easy to replenish d. popular with the public

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Renewable Energy

Original Text: An energy resource that can be replaced quickly; is generally nonpolluting

Updated Text: Rephrase definition of renewable energy An energy resource that can be replaced quickly

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Renewable Energy vs Nonrenewable Energy

Original Text: New Content

Updated Text: Remove "reduce climate change" from Q1 1. How does renewable energy impact the environment? Update Q2 2. Why is renewable energy expensive?

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Renewable Energy

Original Text: Answers may vary. A possible student response could include the following: Drought reduces the amount of water moving through the waterways of the west. This reduces the amount of water that can be pushed across a dam to produce electricity. As temperatures rise over the summer, the need for electricity to cool homes also increases, putting pressure on the power grid. The reduction of available water could affect other types of electricity-generating technologies, since power producers that burn fossil fuels to generate electricity generally use water cooling towers.

Updated Text: Rephrase answer to Q2 Drought reduces the amount of water moving through the waterways of the West. This reduces the amount of water that can be pushed across a dam to produce electricity. As temperatures rise over the summer, the need for electricity to cool homes also increases, putting pressure on the power grid.

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Nuclear Reactions

Original Text: Disadvantages of Nuclear Reactions Nuclear accidents can be damaging to wide areas of a country.

Updated Text: Words added to "Disadvantages of Nuclear Reactions" Nuclear accidents are exceedingly rare, but can be damaging to wide areas of a country.

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Type: Editorial Change

Current Page Number(s): NA

Location: Misconceptions

Original Text: Identifying Misconceptions● Misconception: the greenhouse effect is an abnormal process. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to the appropriate amount of greenhouse effect and how carbon dioxide emissions are related to a “runaway” greenhouse effect.● Misconception: there are no positives associated with the use of fossil fuels. Students may need instruction as to the benefits of using fossil fuels.● Misconception: renewable energy is too expensive to use. Students may need instruction as to newer developments in renewable energy technology. ● Misconception: global warming is inevitable. Students may need instruction as to ways to slow global warming and current technologies to help accomplish this.

Updated Text: ● Misconception: the greenhouse effect is based on human activity. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to how the greenhouse effect is due to a build up of gases that are produced by natural processes and has been happening for millions of years. ● Misconception: there are no positives associated with the use of fossil fuels. Students may need instruction as to the benefits of using fossil fuels. ● Misconception: renewable energy is available everywhere. Students may need instruction as to how renewable energy is accessed and the cost associated with using this energy. ● Misconception: global warming is inevitable. Students may need instruction as to how the United States has been working to slow this process using many different innovations and technologies.

Component: *STEMscopes Science TX - IPC: TEKS*
ISBN: 9798888266755

Type: Editorial Change

Current Page Number(s): Science Connection - Page 1

Location: Science Connection - Page 1

Original Text: Nothing New Under the Sun Skit Driving Question How did the Sun’s energy end up in your electricity? Goals • The skit should be three to five minutes in length. • Include information about the following topics: ◦ The basic energy conversion in a generator: mechanical to electric ◦ One of the following resources for powering a generator: wind, fossil fuel, moving water, or solar power ◦ How the Sun is ultimately the source of the energy behind the

resource you have chosen ◦ How the Sun is ultimately the source of the energy you use to operate a do-it-yourself generator

Updated Text: Refer to the highlighted text in the document for changes made.

Component: *STEMscopes Science TX - IPC: TEKS*
ISBN: 9798888266755

Type: Editorial Change

Current Page Number(s): Very last paragraph in the "A Brief Explanation of Renewable Energy Sources" section

Location: Teacher Background, very last paragraph.

Original Text: With the necessity of reducing or eliminating our dependence on fossil fuels, we will need to rely more on these alternative, renewable energy resources. While renewable energy does not add greenhouse gases to the atmosphere, there is no truly “green energy.” Each type of energy will have some degree of environmental and societal impact. Energy consumers need to be aware of the pros and cons of all energy sources in order to make informed decisions about their use.

Updated Text: With the necessity of reducing or eliminating our dependence on fossil fuels, we will need to rely more on these alternative, renewable energy resources. There is no truly “green energy.” Each type of energy will have some degree of environmental and societal impact. Energy consumers need to be aware of the pros and cons of all energy sources in order to make informed decisions about their use.

Feedback and Publisher Responses

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Page Number(s): advantage vs disadvantage organizer

URL:

View Content

Feedback Text: While this example meets the TEKS it is weak. the comparison while is qualitative data is not made clear to the students that they are recording qualitative data.

Publisher Response: "qualitative data" will be added to signify what type of data is being collected.

Component: *STEMscopes Science TX - IPC (Online)*
ISBN: 9798888266762

Page Number(s): procedure part 1 and 2

URL:

View Content

Feedback Text: Add something for students about how to safely disconnect wires (Al Foil) from batteries to avoid shock.

Publisher Response: This will be updated in the student document.

Publisher: Accelerate Learning Inc.

Physics

Program: STEMscopes Science TX - Physics: TEKS

Feedback and Publisher Responses

Component: ***STEMscopes Science TX - Physics (Online)***
ISBN: 9798888266748

Page Number(s): 4-6

URL:

View Content

Feedback Text: Link is broken can not view content.

Publisher Response: Other citations were approved - no change needed

Component: ***STEMscopes Science TX - Physics (Online)***
ISBN: 9798888266748

Page Number(s): 7

Feedback Text: These pages for forces are well done

Publisher Response: No change needed

Component: ***STEMscopes Science TX - Physics (Online)***
ISBN: 9798888266748

Page Number(s): 8

Feedback Text: Great explanation!

Publisher Response: No change needed

Component: ***STEMscopes Science TX - Physics (Online)***
ISBN: 9798888266748

Page Number(s): 9

Feedback Text: Great diagrams and explanations.

Publisher Response: No changes needed

Component: ***STEMscopes Science TX - Physics (Online)***
ISBN: 9798888266748

Page Number(s): page 1-2 reading passage

URL:

View Content

Feedback Text: The article about land migration is really good. however the title of the article 'Under the sea, humans have change ocean sounds' does not go with the article.

Publisher Response: Article title will be updated to be New migration maps serve as tools to help big game in West

Component: *STEMscopes Science TX - Physics (Online)*
ISBN: 9798888266748

Page Number(s): page 9 Scientist in the Spotlight

URL:

View Content

Feedback Text: Stating LIGO scientists are a diverse group while technically meets the TEK does not provide enough detail to show the diversity of scientists. The meaning of this is to show students that there are scientists like them (A scientists is not just a while middle aged man.) This TEK is meaning to showcase women, Hispanic, Black, Asian, Indigenous people, excreta working as scientists.

Publisher Response: Standard is appropriately addressed throughout several spots in the curriculum.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 3

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

Editorial Changes

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Bowling Ball Energy, Ideas Stage, Activity 2

Original Text: N/A

Updated Text: Added the follwing text to the Lesson Plan: It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Original Text: N/A

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 2

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 3

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses? Ideas Stage, Activity 4

Original Text: What is your biggest takeaway from this stage of the investigation?

Updated Text: What is your biggest takeaway from this stage of the investigation? You may want to mention ideas related to (a) the solar system; (b) the Earth-Moon-Sun system; (c) using models to study systems, including the solar system and the Earth-Moon-Sun system; and, (d) the advantages and limitations of models.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Rabbits on Whidbey Island

Original Text: Heading: Read about some core ideas you can use

Updated Text: Heading: Read about a core idea you can use

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Which Way is Down? Ideas Stage, Activity 2

Original Text: N/A

Updated Text: Added the following Text to the Tip for In Person Lesson: Students do not need to do a "close read" of this text or completely understand all the ideas in it before moving on to the next activity. They will be encouraged to revisit this text later in the investigation when creating their arguments and writing their reports. All students need to be able to do during this activity is to work with the other members of their group to identify one or two ideas that they think are important to keep in mind or are potentially helpful. Within the Ideas passages, important words are bolded and defined in text. Often, the definition will be supported by images and an example. These words are good words to include on a word wall or in student vocabulary notebooks. These words are also ones you can suggest students include in their plan, argument, and report where appropriate. There are many supports for helping students comprehend what they read already embedded into this activity (i.e., activating prior knowledge, providing a shared experience, making connections, synthesizing, and talking with peers). You might not need to provide much extra support. If you are concerned about students understanding this text because of their scores on past reading comprehension tests, you can read it out loud as they follow along. As you read the text out loud, be sure to stop at each important idea and ask the students to put a star (or other annotation) next to it in the margin of their handout. They can then discuss these ideas in their small groups. This activity provides an opportunity for emerging multilingual students to speak using scientific vocabulary, to internalize new English words, and to build academic vocabulary. We suggest visiting with individual groups and asking students to point out important words in what they read and to define what those words mean during this stage of the investigation. The end of this activity provides an opportunity to support emerging multilingual students learning and use of (a) basic and academic vocabulary, (b) essential language, (c) basic and scientific language structures, and (d) basic and scientific expressions. While students are talking in their small groups about what they read, you can ask emerging multilingual students to use language they heard other students use. You can also support their learning by making sure to use targeted vocabulary and language structures while speaking to individual groups and the whole class.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URLs
https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Location: Read the directions to students under the heading "Progress check- Page 1

Original Text: What are your biggest takeaways from this investigation? You may want to mention ideas related to different types of energy, making and using tree maps, and making and using concept maps.

Updated Text: What are your biggest takeaways from this stage of the investigation? You may want to mention ideas related to different types of energy such as sound energy or electrical energy, making and using tree maps, and making and using concept maps.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URLs
https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Location: Read the directions to students under the heading "Create a draft report - Page 1"

Original Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections: Introduction—this is where you need to tell the reader what you were trying to figure out and why. Method—this is where you need to describe what you did to answer the guiding question and why. Argument—this is where you need to share what you figured out through an evidence-based argument. You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file. In your report, you want to demonstrate your understanding of the types of energy and identify everyday examples of energy, including sound, mechanical, light, and thermal energy. You also want to describe the scientific practices, such as making and using tree maps and concept maps, that you used to plan and conduct this investigation. You can also describe the safety practices you used during the investigation if your group went outside. You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report. When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Updated Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections: Introduction—this is where you need to tell the reader what you were trying to figure out and why. Method—this is where you need to describe what you did to answer the guiding question and why. Argument—this is where you need to share what you figured out through an evidence-based argument. You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file. In your report, you want to demonstrate your understanding of the types of energy and identify everyday examples of energy, including sound energy, mechanical energy, light energy, and thermal energy. You also want to describe the scientific practices, such as making and using tree maps and concept maps, that you used to plan and conduct this investigation. You can also describe the safety practices you used during the investigation if your group went outside. You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report. When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Electric Toy Cars, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. • Be careful when handling

batteries—they can get hot and burn your skin. • Never put batteries in your mouth or on your tongue. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Always wear rubber gloves when handling wires/batteries • Be careful when handling batteries—they can get hot and burn your skin. • Never put batteries in your mouth or on your tongue. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. • Return your supplies to the supply area.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Plan Document, Title)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Woodfrogs of Wash Co, Ideas, Progress Check

Original Text: WWhat are your biggest takeaways from this investigation? You may want to mention ideas related to hibernation and weather.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention ideas related to hibernation and weather.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress

check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Pushing a Magnet with a Magnet, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Magnets may present a pinch hazard. Be careful not to put any part of your body between two magnets. • Magnets may damage electronic devices, cell phones, and computers. Do not hold/place magnets near electronic devices. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Magnets may damage electronic devices, cell phones, and computers. Do not place/store magnets near electronic devices.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science

and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Materials and Preparation Document, Title)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets, IDeas Activity 1 Page 1

Original Text: A planet is a large, almost round object that orbits the Sun. Orbit means to move around another object. Planets orbit the Sun because of gravity from the Sun. There are eight planets in the solar system and five dwarf planets, according to NASA. The image below shows all eight planets in order from the closest to the farthest from the Sun. The Sun is so much larger than all the planets that it does not fit in the picture. Instead, the Sun is the large yellow source of light on the left.

Updated Text: A planet is a large, almost round object that orbits the Sun. Orbit means to move around another object. Planets orbit the Sun because of gravity from the Sun. There are eight planets in the solar system and five dwarf planets, according to NASA. The image below shows all eight planets in order from the closest to the farthest from the Sun. The Sun is so much larger than all the planets that it does not fit in the picture. Instead, the Sun is the large yellow source of light on the left. The planet closest to the sun is Mercury. After mercury, the next three planets are Venus, Earth, and Mars. Jupiter is the 5th planet from the Sun, and the largest planet in the solar system. Saturn is the 6th planet from the sun and is the planet with the most rings. The next two planets are Uranus and Neptune

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled

"Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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ISBN: 9798987754801

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URL shttps://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Keeping Chickens Warm with Light, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep the electrical equipment away from water sources to prevent shock. • Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, tell your teacher immediately so he or she can clean up the pieces. • Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Keep the electrical equipment away from water sources to prevent shock. • Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, tell your teacher immediately so he or she can clean up the pieces. • Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. • Do not touch broken glass • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Do Document, Title)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

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ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

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Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Mealworm Food Preferences, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Let your teacher know if any materials got broken during your investigation. • Do not touch broken glass. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Share Document, Title)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

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Current Page Number(s): N/A

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Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

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Type: Editorial Change

Current Page Number(s): N/A

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Walruses in the Arctic, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Immediately clean up any spills to avoid a slip or fall hazard. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Immediately clean up any spills to avoid a slip or fall hazard. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs
https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Reflect Document, Title)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled

"Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Magnetic Attraction, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Wash your hands with soap and water when you are done cleaning up. • Magnets may present a pinch hazard. Be careful not to put any part of your body between two magnets. • Magnets may damage electronic devices, cell phones, and computers. Do not place/store magnets near electronic devices. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom. • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Report Document, Title)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs https://adilearninghub.com/advanced-search/v3/login Password ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Eclipses on Other Planets, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not touch the light bulb or lamp. They can get very hot and cause burns. •Do not stare directly into the light bulb. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Do not touch the light bulb or lamp. They can get very hot and cause burns. •Do not stare directly into the light bulb. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Standards Document, Title)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Bowling Ball Energy, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Pick up any cups or carts off the floor immediately after use. • Make sure the marble is off the floor to prevent falls. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Fallen Marbles may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present. • Pick up any cups or carts off the floor immediately after use. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: States of Matter and Mass, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Safety Note Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment like goggles are kept. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Wear heat-insulated gloves when handling hot glue or hot water. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

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Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections"

2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: State Your Shape, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clean any spills immediately. • Keep all small pieces off the floor. • Keep food coloring away from face. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid

or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Clean any spills immediately. • Handle food coloring/dyes with care! May stain skin and clothes. Always wear gloves, a lab coat/apron, and safety goggles when handling food coloring or dyes • Fallen Marbles may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Draft Horses, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Use caution when allowing carts to move to the edge of the table. • Pick up any equipment off the floor immediately. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Use caution when allowing the carts to move to the edge of the table. • Pick up any equipment off the floor immediately. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Double-check the area around your workspace and pick up any items that fell during your investigation.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Landslides Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep sand away from eyes and face. • Clean up any spills immediately. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Clean up any spills immediately. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress

check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Wrecking Ball, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Use caution when working with moving pieces. • Use caution when working with string. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Use caution when working with moving pieces. • Pick up any equipment off the floor immediately. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Double-check the area around your workspace and pick up any items that fell during your investigation.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First:

https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Fertile Soil in Raised Gardens, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep beads away from your mouth. • Pick up any beads that fall on the floor immediately. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Fallen beads may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present. • Keep beads away from your mouth. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Which Way is Down?, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep all small pieces off the floor to prevent falls. • Do not throw or toss any of the model components. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not throw any of the model components. Handle all materials carefully. • Pick up any equipment off the floor immediately. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Double-check the area around your workspace and pick up any items that fell during your investigation.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

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Current Page Number(s): N/A

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Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Unsinkable Signal Bouy, Plan Stage, Section: Some Materials You Can Use, Consumable Items and Represents Chart

Original Text: Cost $0.19 $0.39 $0.15 $0.45 $0.02 $0.01 $0.50 $0.04 $0.10 $0.06 $0.96 $0.92 $0.02 $2.35 $0.10

Updated Text: N/A (Column Deleted)

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Unsinkable Signal Buoy (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear safety glasses during setup, data collection, and cleanup. • Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched. • Hobby snippers should only be used under supervision. Incorrect use of the hobby snippers can lead to severe cuts. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Wear heat-insulated gloves when handling hot glue or hot water. • Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Only use sharp tools with your teacher's supervision (e.g. safety box cutters, snippers, scissors, wire cutters) • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Energy All Around Us, Ideas Progress Check

Original Text: What are your biggest takeaways from this investigation? You may want to mention ideas related to different types of energy, making and using tree maps, and making and using concept maps.

Updated Text: What are your biggest takeaways from this stage of the investigation? You may want to mention ideas related to different types of energy such as sound energy or electrical energy, making and using tree maps, and making and using concept maps.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Unsinkable Signal Bouy, Plan Stage, Section: Some Materials You Can Use, Consumable Items and Represents Chart Image

Original Text: Cost $0.19 $0.39 $0.15 $0.45 $0.02 $0.01 $0.50 $0.04 $0.10 $0.06 $0.96 $0.92 $0.02 $2.35 $0.10

Updated Text: N/A (Column Deleted)

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses?, Learning Hub, Investigation Title

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Energy All Around Us, Report, Activity 1

Original Text: In your report, you want to demonstrate your understanding of the types of energy and identify everyday examples of energy, including sound, mechanical, light, and thermal energy. You also want to describe the scientific practices, such as making and using tree maps and concept maps, that you used to plan and conduct this investigation. You can also describe the safety practices you used during the investigation if your group went outside.

Updated Text: In your report, you want to demonstrate your understanding of the types of energy and identify everyday examples of energy, including sound energy, mechanical energy, light energy, and thermal energy. You also want to describe the scientific practices, such as making and using tree maps and concept maps, that you used to plan and conduct this investigation. You can also describe the safety practices you used during the investigation if your group went outside.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Type: Editorial Change

Current Page Number(s): N/A

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Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Inestigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: https://adilearninghub.com/advanced-search/v3/login Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes ares: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 10 in the Updated Teacher Implementation Guide

Location: Last paragraph on page 10 in the Updated Teacher Implementation Guide

Original Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was created using the most up-to-date findings on learning and then tested and

refined through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations (such as the ones included in these instructional materials). When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new SCIs, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use SCIs, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Updated Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was first created using the most up-to-date findings about how people learn and then tested and refined over time through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations or design challenges. When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new DC, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use DC, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 12 of the updated Teacher Implementation Guide

Location: First paragraph

Original Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they investigate a phenomenon, make sense of that phenomenon, and evaluate and refine ideas, explanations, or arguments (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Updated Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they make sense of a phenomenon or problem, create an explanation or solution, share arguments to support the validity or acceptability of these explanations or solutions, and then refine these explanations, solutions, and arguments based on feedback (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations and design challenges create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: First 2 paragraph

Original Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon to create a need for students to figure something out. A phenomenon is simply an observable event. The phenomenon will usually be in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon as they watch the video introduction in the task stage handout (see image at right). The students should then be given an

opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon.

Updated Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon or a problem to solve. This introduction of a phenomenon or problem at the beginning of the investigation or design challenge creates a need for students to figure something out. The phenomenon or problem to solve will usually be presented to student in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon or problem as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon or problem. We recommend students be given opportunities to share with the full class the things they wonder about in response to the phenomenon. These wonderings can be written on a sheet of chart paper or on the whiteboard and displayed as a Wonder Wall—a specific place to document the scientifically oriented questions students pose in response to the phenomenon. A Wonder Wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The Wonder Wall also provides resources for extension activities for students in the Do and Share stage.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: Last 2 full paragraphs on page 13

Original Text: The students are given an opportunity to share what they already know about the phenomenon during the third activity of this stage. Students begin by drawing a picture that shows what they know about the phenomenon (or in some cases a related phenomenon that is more familiar to them). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. This activity is important because students' prior knowledge and experiences related to the phenomenon can be used as a starting point for student sense-making. Teachers can then leverage the prior knowledge and experiences of the students in their classes as a tool to help students figure out how or why something happens in the world around them. This stage also provides multiple opportunities to practice, develop, and demonstrate mastery of the following grade-level SEPs as outlined in the TEKS:

Updated Text: The students are then given an opportunity to share what they already know about the phenomenon or the problem during the third activity of this stage. Students begin by drawing a picture to illustrate what they know about the phenomenon or the problem on the task stage handout (see image at right). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. Once all the students have drawn and labeled a picture (which is a basic conceptual model of their thinking), they should be given time to share their ideas with the other students in their group. As they share their ideas, they will start asking more questions about the phenomenon and begin to think about what else they will need to know before they will be able to answer the guiding question. Finally, each group of students should be encouraged to generate a list of at least three things that they will need to learn more about during the investigation.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 18 of the updated Teacher Implementation Guide

Location: Hints for the Plan Stage box. Hint 6

Original Text: N/A

Updated Text: 6. For those groups who may need a more challenging learning experience, you can use a different graphic organizer that requires students to provide more details about their plan (see appendix) or do not give them any graphic organizer.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 30-33 of the updated Teacher Implementation Guide

Location: Section titled "Stage 6 Reflect

Original Text: Original Text begins on page 25 of the original Teacher Implementation Guide. The section begins with the header "Stage 6: Reflect."

Updated Text: Revised content begins on page 30 under the header "Stage 6: Reflect." Changes include: 1. More indepth description of the first activity of the Reflect stage 2. Updated description of the second activity of the Reflect stage in light of changes made to each investigation in response to feedback from the Texas Resource Review 3. Updated description of the third activity of the Reflect stage in light of changes made made to each investigation in response to feedback from the Texas Resources Review.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 35-36 of the updated Teacher Implementation Guide.

Location: Bottom 3 paragraphs on page 35 and first paragraph of page 36 of the updated Teacher Implementation Guide

Original Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR contains specific criteria that are to be used by a pair of students as they evaluate the quality of each section of the investigation report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Updated Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR is designed as an analytical rubric that makes the criteria for mastery of the task explicit. It contains four sections. One section focuses on the introduction of the report, one section focuses on the method, one on the argument, and one on the overall writing mechanics. Each section contains specific criteria that are unique to each section of the report. These criteria are framed as questions that can be answer with an answer of “yes” (meets expectations for that criterion), “somewhat” (approaches expectations for the criterion), or “no” (does not meet expectations for that criterion). The pair of students can simply answer each question as they evaluate the quality of each section of the report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Educational research suggests analytical rubrics are particularly effective for promoting growth throughout the year, as the norms for what counts as quality consistently evolve with students increased knowledge and skill. This type of rubric stands in contrast to a rubric normed against a static standard of performance. A rubric with a specific standard as the end goal cannot provide continued opportunities for growth once students meet the standard used to develop the rubric. Research also shows that analytic rubrics are effective for focusing students attention on important questions, such as the quality of evidence, along side details such as font size, neatness, or word count. While these details are important, they tend to be the sole focus of rubrics normed against a static standard of performance. Once a pair of students

finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 36-37 of the updated Teacher Implementation Guide

Location: Updated text begins on the bottom of page 36 of the updated Teacher Implementation Guide (paragraph begins with "The final activity of the report stage...").

Original Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product.

Updated Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report. The PRG/TSR, as noted earlier, is designed to be an analytical rubric rather than a holistic one. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). Holistic rubrics, in contrast, often list three to five levels of performance, along with a broad description of the characteristics that define each level. The main advantage of an analytical rubric is that it provides targeted feedback to students. We take this one step further and identify the criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation using DC, RTCs, and SEPs. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and reduce bias. For example, two questions that included in the PRG/TSR are, "do you think the task and the guiding question or clear?" and "Do you think the analysis of the data is correct?" Answering "yes" to one of the these questions indicates that the student meets expectations for that criterion and should be awarded a score of two. Answering "somewhat" or "partially" indicates that a student is approaching expectations for that criterion and should be awarded a score of one. Finally, answering "no" indicates that the student needs improvement or did not include that aspect of the report and should earn a score of zero. Research on this approach not only shows that both students and teachers can review/score a report accurately using the PRG/TSR, but also student's writing improves substantially over time because of what they learn from reviewing other reports and from the targeted feedback they receive on their own report from their peers and their teacher (Sampson et al., 2013; Sampson & Walker, 2012).

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 39 of the updated Teacher Implementation Guide

Location: Table. Section on "Reflect"

Original Text: Original table is on page 32 of the original Implementation Guide.

Updated Text: Updated Table

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Page 58 of the updated Teacher Implementation Guide

Location: First full paragraph on page 58 of the updated Teacher Implementation Guide.

Original Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Updated Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. The report grading tool is the same analytical rubric that is included in the PRQ/TSR described earlier in the implementation guide. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). The report grading tool included specific criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and to reduce bias. For example, two of the questions found in the report grading tool include “do you think the task and the guiding question or clear?” or “Do you think the analysis of the data is correct?” Answering “yes” indicates that the student meets expectations for that criterion and should be given a score of 2, answering “somewhat” or “partially” indicates that a student is approaching expectations and should be given a score of 1 for that criterion. Answering “no” indicates that the student needs improvement or the student did not complete that aspect of the report and should be given a score of 0. Teachers can also recognize students who exceeded grade level expectations and award a score of 3 on a specific criterion. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the analytical rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Pages 3-5 of the updated Teacher Implementation Guide

Location: Pages 3-5 of the Updated Teacher Implementation Guide

Original Text: Original Tables of Contents

Updated Text: Updated Tables of Contents

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Pages 51-52 of the updated Teacher Implementation Guide

Location: Text under the heading "Assessment." Corresponding text in original teacher implementation guide is on page 33 under the same heading.

Original Text: Original text provides a breif introduction to the different types of assessments contained in the program.

Updated Text: Updated to this section include: 1. The relationship between educative and diagnostic assessments (p. 51). 2. A definition of conceptual understanding (p. 51). and how our assessments measure student conceptual understanding 3. A definition of matery performance and what counts as mastery on an assessment 4. How we define mastery and measure conceptual understanding in the context of students learning the TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Pages 6-8 of the Updated Teacher Implementation Guide

Location: Pages 6-8 of the Updated Teacher Implementation Guide

Original Text: Original section begins on page 4 of the initial Teacher Implementation Guide and continues through page 5.

Updated Text: Revised and included additional text in section titled "A Vision for Science Education in Texas." Revisions begin with the second paragraph on page 6. Revisions and additions to this section continue in each subsequent paragraph in the section.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Pages 76-78 of the updated Teacher Implementation Guide

Location: Text and Table under the heading "Year at a Glance."

Original Text: Original text and table are on page 52 of the original teacher implementation guide.

Updated Text: Updated the text and table in the Year at a Glance section. Changes include: 1.Inclusion of educative and summative assessments in the list of activities 2. Inclusion of 3 columns corresponding to the three categories of TEKS: Content TEKS, Recurring Themes and Concepts TEKS, and Science and Engineering Practices TEKS 3. Color Coding of the TEKS to indicate if the TEKS are being introduced for the first time, reviewed and reinforced, the focus of an educative asserssment, or the focus of a summative assessment. 4. Updated text describing the Year at a Glance table

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Pages 78-96 of the updated Teacher Implementation Guide.

Location: Text and tables under the heading "Detailed Overview"

Original Text: Original text and table began on page 53 of the original implementation guide. The section begins with the heading "Detailed Investigation Overview."

Updated Text: Changes to the Detailed Overview include: 1. Updated tables for each investigation to include: (a) goal of investigation; (b) core ideas students use during the investigation; (c) Science TEKS introduced during the investigation; (d) science TEKS reviewed and reinforced from earlier in the course; (e) ELPS alignment; and (f) cross-curricular

connections with math and ELAR TEKS 2. Added tables for each educative and summative assessment 3. Updated introductory text to section explaining what is shown in each table

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Current Page Number(s): Pages 8 -10 of the Updated Teacher Implementation Guide

Location: Pages 8-10 of the updated Teacher Implementation Guide

Original Text: Original sections begins on page 6 of the initial Teacher Implementation Guide and contunes through page 7.

Updated Text: Revised and included additional text in section titled "The Need for New Ways of Teaching Science in 3rd Grade)." The changes begin on page 9 and continue through the remainder of the section.

Feedback and Publisher Responses

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Page Number(s): n/a

URL:

View Content

Feedback Text: This would be a much stronger citation if the planets were listed in order from the Sun. Just mentioning that there are eight planets does not really give the students to opportunity to identify the planets.The teacher would have to extend this text to actually meet the SE.

Publisher Response: We have made the change to include the order of the planets explicitly.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 4

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

Editorial Changes

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 3

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Location: Differences in the Duration of Daylight, Ideas, Activity 4

Original Text: N/A

Updated Text: Added progress check. The text of the progress check is: What are your biggest takeaways from this investigation? You may want to mention ideas related to (a) the rotation of Earth on it's axis; (b) Earth's revolution around the sun; (c) latitude and longitude; and, (d) sequences and patterns.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses? Ideas Stage, Activity 4

Original Text: What is your biggest takeaway from this stage of the investigation?

Updated Text: What is your biggest takeaway from this stage of the investigation? You may want to mention ideas related to (a) the solar system; (b) the Earth-Moon-Sun system; (c) using models to study systems, including the solar system and the Earth-Moon-Sun system; and, (d) the advantages and limitations of models.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Rabbits on Whidbey Island

Original Text: Heading: Read about some core ideas you can use

Updated Text: Heading: Read about a core idea you can use

Component: *Texas ADI Learning Hub for Science, 3rd Grade*
ISBN: 9798987754801

Type: Editorial Change

Location: Which Way is Down? Ideas Stage, Activity 2

Original Text: N/A

Updated Text: Added the following Text to the Tip for In Person Lesson: Students do not need to do a "close read" of this text or completely understand all the ideas in it before moving on to the next activity. They will be encouraged to revisit this text later in the investigation when creating their arguments and writing their reports. All students need to be able to do during this activity is to work with the other members of their group to identify one or two ideas that they think are important to keep in mind or are potentially helpful. Within the Ideas passages, important words are bolded and defined in text. Often, the definition will be supported by images and an example. These words are good words to include on a word wall or in student vocabulary notebooks. These words are also ones you can suggest students include in their plan, argument, and report where appropriate. There are many supports for helping students comprehend what they read already embedded into this activity (i.e., activating prior knowledge, providing a shared experience, making connections, synthesizing, and talking with peers). You might not need to provide much extra support. If you are concerned about students understanding this text because of their scores on past reading comprehension tests, you can read it out loud as they follow along. As you read the text out loud, be sure to stop at each important idea and ask the students to put a star (or other annotation) next to it in the margin of their handout. They can then discuss these ideas in their small groups. This activity provides an opportunity for emerging multilingual students to speak using scientific

vocabulary, to internalize new English words, and to build academic vocabulary. We suggest visiting with individual groups and asking students to point out important words in what they read and to define what those words mean during this stage of the investigation. The end of this activity provides an opportunity to support emerging multilingual students learning and use of (a) basic and academic vocabulary, (b) essential language, (c) basic and scientific language structures, and (d) basic and scientific expressions. While students are talking in their small groups about what they read, you can ask emerging multilingual students to use language they heard other students use. You can also support their learning by making sure to use targeted vocabulary and language structures while speaking to individual groups and the whole class.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Location: Bowling Ball Energy, Ideas Stage, Activity 2

Original Text: N/A

Updated Text: Added the follwing text to the Lesson Plan: It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Original Text: N/A

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons: For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

Component: ***Texas ADI Learning Hub for Science, 3rd Grade***
ISBN: 9798987754801

Type: Editorial Change

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 2

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Location: Flotation System for Shipping Containers, Do Stage, Activity 2

Original Text: Heading: Make Sense of Your Data

Updated Text: Heading: Refine and test your solution to the problem

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): https://adilearninghub.com/advanced-search/4/contentType/investigations/eec2feb3-21cc-4bfe-8989-e06f919c54d0#ap-step-3f1ddf51-379c-42d4-af9e-54e6ffa178ba-activities-b309840d-8e16-43d9-86e9-8bcf886ff221-content-in-person

Location: Matter and Energy Transfer in Arctic Ecosystems, Task Stage, Activity 3

Original Text: The video you watched showed some of the many different living things that can be found in the Arctic Ocean ecosystem. All these living things need energy to survive. Your goal in this investigation is to figure out the best way to model how energy transfers into, within, and out of the organisms that are found in the Arctic Ocean ecosystem. To accomplish this goal, you will need to think about the best way to show the inputs and the outputs of energy in the Arctic Ocean ecosystem and the key processes or interactions that take place within it. The guiding question of this investigation is: How do we best model the transfer of energy into, within, and out of the organisms that are found in the Arctic Ocean ecosystem?

Updated Text: The video you watched showed some of the many different living things that can be found in the Arctic Ocean ecosystem. All these living things need matter and energy to survive. Your goal in this investigation is to figure out the best way to model how matter and energy transfers into, within, and out of the organisms that are found in the Arctic Ocean ecosystem. To accomplish this goal, you will need to think about the best way to show the inputs and the outputs of matter and energy in the Arctic Ocean ecosystem and the key processes or interactions that take place within it. The guiding question of this investigation is: How do we best model the transfer of matter and energy into, within, and out of the organisms that are found in the Arctic Ocean ecosystem?

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Location: Read the directions to students under the heading "Progress check- Page 1

Original Text: What are your biggest takeaways from this investigation? You may want to mention trees and their roots, weathering, and erosion.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention trees and their roots, weathering, and erosion from water.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Location: Read the directions to students under the heading "Create a draft report - Page 1"

Original Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections: 1. Introduction—this is where you need to tell the reader what you were trying to figure out and why. 2. Method—this is where you need to describe what you did to answer the guiding question and why. 3. Argument—this is where you need to share what you figured out through an evidence-based argument. You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file. In your report, you want to demonstrate your understanding about how to model slow changes to Earth's surface caused by weathering from water, how to model slow changes to Earth's surface caused by erosion from water, how to describe slow changes to Earth's surface caused by weathering from water, and how to describe slow changes to Earth's surface caused by weathering from water. You also want to describe the scientific practices, such as how to develop and use models. Finally, you also want to include what you know about stability and change. You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report. When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Updated Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections: 1. Introduction—this is where you need to tell the reader what you were trying to figure out and why. 2. Method—this is where you need to describe what you did to answer the guiding question and why. 3. Argument—this is where you need to share what you figured out through an evidence-based argument. You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file. In your report, you want to demonstrate your understanding about how to model slow changes to Earth's surface caused by weathering from water, how to model slow changes to Earth's surface caused by erosion from water, how to describe slow changes to Earth's surface caused by weathering from water, and how to describe slow changes to Earth's surface caused by weathering from water. You also want to describe the scientific practices, such as how to develop and use models. Finally, you also want to include what you know about stability and change. You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report. When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Location: Read directions to students under the heading "Progress check - Page 1"

Original Text: What are your biggest takeaways from this investigation? You may want to mention states of matter, weathering, and stability and change in objects.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention states of matter, weathering by ice, and stability and change in objects.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Location: Read the directions to students under the heading "Create a draft report - Page 1"

Original Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections: Introduction—this is where you need to tell the reader what you were trying to figure out and why. Method—this is where you need to describe what you did to answer the guiding question and why. Argument—this is where you need to share what you figured out through an evidence-based argument. You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file. In your report, you want to demonstrate your understanding about how to model slow changes to Earth's surface caused by weathering from ice, how to describe slow changes to Earth's surface caused by weathering from ice, how to explain how factors or conditions impact stability in objects, and how to explain how factors or conditions impact change in objects. You also want to describe the scientific practices, such as develop and use models. Finally, you also want to include what you know about stability and change. You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report. When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Updated Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections: Introduction—this is where you need to tell the reader what you were trying to figure out and why. Method—this is where you need to describe what you did to answer the guiding question and why. Argument—this is where you need to share what you figured out through an evidence-based argument. You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file. In your report, you want to demonstrate your understanding about how to model slow changes to Earth's surface caused by weathering from ice, how to describe slow changes to Earth's surface caused by weathering from ice, how to explain how factors or conditions impact stability in objects, and how to explain how factors or conditions impact change in objects. You also want to describe the scientific practices, such as develop and use models. Finally, you also want to include what you know about stability and change. You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report. When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Differences of Duration of Daylight, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Mouth of the Mississippi, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clean up any spills immediately. • Keep sand and other irritants away from your face. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Unknown Powder Identification, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Handle liquids with care. Always wear gloves and safety goggles when handling liquids. • Iodine can be dangerous. Be careful not to get iodine on your skin, in your eyes, or in your mouth. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Matter and Energy Transfer in Arctic Ecosystems,Ideas Stage, Activity 1, page 3

Original Text: N/A

Updated Text: Added following text: Producers are the main way that energy is transferred into ecosystems. This means that all of the consumers in an ecosystem are dependent on the producers for energy. Even though carnivores do not eat producers, they rely on the producers to capture energy from the sun. This energy can then be transferred to consumers in the ecosystem

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Are All Magnets Conductors of Electricity?, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle exposed wires with care. •A battery can become heated if left connected for too long. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Always wear rubber gloves when handling wires/batteries. • A battery can become heated if left connected for too long. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Current Page Number(s): N/A

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

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Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Moon Phases, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Recession of Glaciers, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clean up any spilled water immediately. • Keep sand away from your eyes. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clean up any spilled water immediately. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

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ISBN: 9798987754818

Type: Editorial Change

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ISBN: 9798987754818

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Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

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Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Billiards Break Speed,, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Be careful handling small objects such as marbles • Set up your area with enough space for your group • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition: • Fallen Marbles may present a trip/slip hazard. Be careful to keep all marbles in your work area and tread with care when these materials are present. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Conservation of Matter and Volume, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clean up any spills immediately. • Oil spills can be slippery. • Do not consume any of the materials. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Clean up any spills immediately. • Oil spills can be slippery. • Do not consume any of the materials. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

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Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Pepper Defense, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not put any part of the plant in your mouth. • If water spills, please wipe it up immediately so no one slips. • Lamps may become hot. Please do not touch the lamps if you use one for a light source. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Do not put any part of the plant in your mouth. • If water spills, please wipe it up immediately so no one slips. • Lamps may become hot. Please do not touch the lamps if you use one for a light source. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Storm Surge Protection (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: 1. Wear safety glasses during setup, data collection, and cleanup. 2. Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched. 3. Hobby snippers should only be used under supervision. Incorrect use of the hobby snippers can lead to severe cuts. 4. Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Wear heat-insulated gloves when handling hot glue or hot water. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched. • Only use sharp tools with your teacher's supervision (e.g. safety box cutters, snippers, scissors, wire cutters) • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

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Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Type: Editorial Change

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*
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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Research Stations in the Antarctic, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Practice caution using the thermometer and timing device. • Clean up any water spills immediately. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Practice caution using the thermometer and timing device. • Clean up any water spills immediately. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Exposed Tree Roots, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

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Current Page Number(s): N/A

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Original Text: Progress check

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Heating Water with Water, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle hot water carefully. • Clean up any spills immediately. • Use caution when using the thermometer and stopwatch. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a

lab coat/apron, and safety goggles when handling glass materials. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use. • Handle hot water carefully. • Clean up any spills immediately. • Use caution when using the thermometer and stopwatch. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom. • Turn off the heat source.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Flotation System for Shipping Containers (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear safety glasses during setup, data collection, and cleanup. • Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched. • Hobby snippers should only be used under supervision. Incorrect use of the hobby snippers can lead to severe cuts. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area. • Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use. • Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched. • Only use sharp tools with your teacher's supervision (e.g. safety box cutters, snippers, scissors, wire cutters) • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Hot glue guns should be disconnected from power source and allowed to cool before storage.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Sled Up a Ramp, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Use caution when adding or removing washers. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Springs under tension may be dangerous if they break or come unhooked and snap back. Always wear safety goggles when working with springs. • Use caution when adding or removing washers. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Water in the Desert, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Use caution to prevent scratching the hand lens. • Do not throw the rocks. •Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Always wear safety goggles, a lab coat/apron, and non-latex gloves when handling glass. • Be careful when handling the hand lens to avoid scratching it • Do not throw rocks • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Double-check the area around your workspace and make sure to pick up any materials that fell during your investigation.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

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Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

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Type: Editorial Change

Current Page Number(s): N/A

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Current Page Number(s): N/A

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Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Adding Water to Other Liquids, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clear up any spills immediately. • Keep materials away from eyes and mouth. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Clear up any spills immediately. • Keep materials away from eyes and mouth. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Energy Transferred by Sound, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clean up any spilled rice immediately. • Use caution when balancing the aluminum pie pan on the speaker. • Be careful with wires and electricity. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Clean any spills immediately • Pick up any fallen supplies immediately • Use caution when balancing the aluminum pie pan on the speaker • Always wear rubber gloves when handling wires/electricity. While cleaning up your materials, be sure to: • Double-check the area around your workstation to make sure there are no spills or fallen materials. • Disconnect any wires from power supplies when the materials are no longer in use.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

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Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

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Current Page Number(s): N/A

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Plant Growth,, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not put anything used in this activity in your mouth. • Immediately clean up any spills to avoid a slip or fall hazard. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Do not put anything used in this activity in your mouth. • Immediately clean up any spills to avoid a slip or fall hazard. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

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Type: Editorial Change

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Ice and Bumpy Roads Ideas Activity 4

Original Text: What are your biggest takeaways from this investigation? You may want to mention states of matter, weathering, and stability and change in objects.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention states of matter, weathering by ice, and stability and change in objects.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

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Component: *Texas ADI Learning Hub for Science, 4th Grade*
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Current Page Number(s): N/A

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Ice and Bumpy Roads, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clean up any spills immediately. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Clean up any spills immediately. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Exposed Tree Roots Ideas Activity 4

Original Text: What are your biggest takeaways from this investigation? You may want to mention trees and their roots, weathering, and erosion.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention trees and their roots, weathering, and erosion from water.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Water Traveling from Roots to Leaves, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Immediately clean up any spills to avoid a slip or fall hazard. • Do not eat or drink any food items used in an investigation activity. • Ask your teacher to cut the plants when you need them cut. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Handle food coloring/dyes with care! Dyes may stain clothes and skin. Always wear gloves, a lab coat/apron, and safety goggles when handling food coloring or dyes. • Immediately clean up any spills to avoid a slip or fall hazard. • Do not eat or drink any food items used in an

investigation activity. •Ask your teacher to cut the plants when you need them cut. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Original Text: List of student expectations

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Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Type: Editorial Change

Current Page Number(s): N/A

Location: The Power of Wind, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not eat the brown sugar or chocolate chips. These materials are used for modeling the Earth's processes.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Do not eat the brown sugar or chocolate chips. These materials are used for modeling the Earth's processes. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Page 10 in the Updated Teacher Implementation Guide

Location: Last paragraph on page 10 in the Updated Teacher Implementation Guide

Original Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was created using the most up-to-date findings on learning and then tested and refined through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations (such as the ones included in these instructional

materials). When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new SCIs, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use SCIs, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Updated Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was first created using the most up-to-date findings about how people learn and then tested and refined over time through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations or design challenges. When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new DC, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use DC, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

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ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Page 12 of the updated Teacher Implementation Guide

Location: First paragraph

Original Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they investigate a phenomenon, make sense of that phenomenon, and evaluate and refine ideas, explanations, or arguments (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Updated Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they make sense of a phenomenon or problem, create an explanation or solution, share arguments to support the validity or acceptability of these explanations or solutions, and then refine these explanations, solutions, and arguments based on feedback (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations and design challenges create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
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Type: Editorial Change

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: First 2 paragraph

Original Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon to create a need for students to figure something out. A phenomenon is simply an observable event. The phenomenon will usually be in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon.

Updated Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon or a problem to solve. This introduction of a phenomenon or problem at the beginning of the investigation or design challenge creates a need for students to figure something out. The phenomenon or problem to solve will usually be presented to student in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon or problem as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon or problem. We recommend students be given opportunities to share with the full class the things they wonder about in response to the phenomenon. These wonderings can be written on a sheet of chart paper or on the whiteboard and displayed as a Wonder Wall—a specific place to document the scientifically oriented questions students pose in response to the phenomenon. A Wonder Wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The Wonder Wall also provides resources for extension activities for students in the Do and Share stage.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
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Type: Editorial Change

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: Last 2 full paragraphs on page 13

Original Text: The students are given an opportunity to share what they already know about the phenomenon during the third activity of this stage. Students begin by drawing a picture that shows what they know about the phenomenon (or in some cases a related phenomenon that is more familiar to them). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. This activity is important because students' prior knowledge and experiences related to the phenomenon can be used as a starting point for student sense-making. Teachers can then leverage the prior knowledge and experiences of the students in their classes as a tool to help students figure out how or why something happens in the world around them. This stage also provides multiple opportunities to practice, develop, and demonstrate mastery of the following grade-level SEPs as outlined in the TEKS:

Updated Text: The students are then given an opportunity to share what they already know about the phenomenon or the problem during the third activity of this stage. Students begin by drawing a picture to illustrate what they know about the phenomenon or the problem on the task stage handout (see image at right). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. Once all the students have drawn and labeled a picture (which is a basic conceptual model of their thinking), they should be given time to share their ideas with the other students in their group. As they share their ideas, they will start asking more questions about the phenomenon and begin to think about what else they will need to know before they will be able to answer the guiding question. Finally, each group of students should be encouraged to generate a list of at least three things that they will need to learn more about during the investigation.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
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Type: Editorial Change

Current Page Number(s): Page 18 of the updated Teacher Implementation Guide

Location: Hints for the Plan Stage box. Hint 6

Original Text: N/A

Updated Text: 6. For those groups who may need a more challenging learning experience, you can use a different graphic organizer that requires students to provide more details about their plan (see appendix) or do not give them any graphic organizer.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Page 30-34 of the updated Teacher Implementation Guide

Location: Section titled "Stage 6 Reflect

Original Text: Original Text begins on page 25 of the original Teacher Implementation Guide. The section begins with the header "Stage 6: Reflect."

Updated Text: Revised content begins on page 30 under the header "Stage 6: Reflect." Changes include: 1. More indepth description of the first activity of the Reflect stage 2. Updated description of the second activity of the Reflect stage in light of changes made to each investigation in response to feedback from the Texas Resource Review 3. Updated description of the third activity of the Reflect stage in light of changes made made to each investigation in response to feedback from the Texas Resources Review.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
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Type: Editorial Change

Current Page Number(s): Page 35-36 of the updated Teacher Implementation Guide.

Location: Bottom 3 paragraphs on page 35 and first paragraph of page 36 of the updated Teacher Implementation Guide

Original Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR contains specific criteria that are to be used by a pair of students as they evaluate the quality of each section of the investigation report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Updated Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR is designed as an analytical rubric that makes the criteria for mastery of the task explicit. It contains four sections. One section focuses on the introduction of the report, one section focuses on the method, one on the argument, and one on the overall writing mechanics. Each section contains specific criteria that are unique to each section of the report. These criteria are framed as questions that can be answer with an answer of “yes” (meets expectations for that criterion), “somewhat” (approaches expectations for the criterion), or “no” (does not meet expectations for that criterion). The pair of students can simply answer each question as they evaluate the quality of each section of the report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Educational research suggests analytical rubrics are particularly effective for promoting growth throughout the year, as the norms for what counts as quality consistently evolve with students increased knowledge and skill. This type of rubric stands in contrast to a rubric normed against a static standard of performance. A rubric with a specific standard as the end goal cannot provide continued opportunities for growth once students meet the standard used to develop the rubric. Research also shows that analytic rubrics are effective for focusing students attention on important questions, such as the quality of evidence, along side details such as font size, neatness, or word count. While these details are important, they tend to be the sole focus of rubrics normed against a static standard of performance. Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to

complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Page 36-37 of the updated Teacher Implementation Guide

Location: Updated text begins on the bottom of page 36 of the updated Teacher Implementation Guide (paragraph begins with "The final activity of the report stage...").

Original Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product.

Updated Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report. The PRG/TSR, as noted earlier, is designed to be an analytical rubric rather than a holistic one. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). Holistic rubrics, in contrast, often list three to five levels of performance, along with a broad description of the characteristics that define each level. The main advantage of an analytical rubric is that it provides targeted feedback to students. We take this one step further and identify the criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation using DC, RTCs, and SEPs. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and reduce bias. For example, two questions that included in the PRG/TSR are, "do you think the task and the guiding question or clear?" and "Do you think the analysis of the data is correct?" Answering "yes" to one of the these questions indicates that the student meets expectations for that criterion and should be awarded a score of two. Answering "somewhat" or "partially" indicates that a student is approaching expectations for that criterion and should be awarded a score of one. Finally, answering "no" indicates that the student needs improvement or did not include that aspect of the report and should earn a score of zero. Research on this approach not only shows that both students and teachers can review/score a report accurately using the PRG/TSR, but also student's writing improves substantially over time because of what they learn from reviewing other reports and from the targeted feedback they receive on their own report from their peers and their teacher (Sampson et al., 2013; Sampson & Walker, 2012).

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Page 39 of the updated Teacher Implementation Guide

Location: Table. Section on "Reflect"

Original Text: Original table is on page 32 of the original Implementation Guide.

Updated Text: Updated Table

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Page 58 of the updated Teacher Implementation Guide

Location: First full paragraph on page 58 of the updated Teacher Implementation Guide.

Original Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Updated Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. The report grading tool is the same analytical rubric that is included in the PRQ/TSR described earlier in the implementation guide. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). The report grading tool included specific criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and to reduce bias. For example, two of the questions found in the report grading tool include “do you think the task and the guiding question or clear?” or “Do you think the analysis of the data is correct?” Answering “yes” indicates that the student meets expectations for that criterion and should be given a score of 2, answering “somewhat” or “partially” indicates that a student is approaching expectations and should be given a score of 1 for that criterion. Answering “no” indicates that the student needs improvement or the student did not complete that aspect of the report and should be given a score of 0. Teachers can also recognize students who exceeded grade level expectations and award a score of 3 on a specific criterion. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the analytical rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Pages 3-5 of the updated Teacher Implementation Guide

Location: Pages 3-5 of the Updated Teacher Implementation Guide

Original Text: Original Tables of Contents

Updated Text: Updated Tables of Contents

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Pages 51-52 of the updated Teacher Implementation Guide

Location: Text under the heading "Assessment." Corresponding text in original teacher implementation guide is on page 33 under the same heading.

Original Text: Original text provides a breif introduction to the different types of assessments contained in the program.

Updated Text: Updated to this section include: 1. The relationship between educative and diagnostic assessments (p. 51). 2. A definition of conceptual understanding (p. 51). and how our assessments measure student conceptual understanding 3. A definition of matery performance and what counts as mastery on an assessment 4. How we define mastery and measure conceptual understanding in the context of students learning the TEKS.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Pages 6-8 of the Updated Teacher Implementation Guide

Location: Pages 6-8 of the Updated Teacher Implementation Guide

Original Text: Original section begins on page 4 of the initial Teacher Implementation Guide and continues through page 5.

Updated Text: Revised and included additional text in section titled "A Vision for Science Education in Texas." Revisions begin with the second paragraph on page 6. Revisions and additions to this section continue in each subsequent paragraph in the section.

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Pages 76-78 of the updated Teacher Implementation Guide

Location: Text and Table under the heading "Year at a Glance."

Original Text: Original text and table are on page 52 of the original teacher implementation guide.

Updated Text: Updated the text and table in the Year at a Glance section. Changes include: 1.Inclusion of educative and summative assessments in the list of activities 2. Inclusion of 3 columns corresponding to the three categories of TEKS: Content TEKS, Recurring Themes and Concepts TEKS, and Science and Engineering Practices TEKS 3. Color Coding of the TEKS to indicate if the TEKS are being introduced for the first time, reviewed and reinforced, the focus of an educative asserssment, or the focus of a summative assessment. 4. Updated text describing the Year at a Glance table

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Type: Editorial Change

Current Page Number(s): Pages 78-101 of the updated Teacher Implementation Guide.

Location: Text and tables under the heading "Detailed Overview"

Original Text: Original text and table began on page 53 of the original implementation guide. The section begins with the heading "Detailed Investigation Overview."

Updated Text: Changes to the Detailed Overview include: 1. Updated tables for each investigation to include: (a) goal of investigation; (b) core ideas students use during the investigation; (c) Science TEKS introduced during the investigation; (d) science TEKS reviewed and reinforced from earlier in the course; (e) ELPS alignment; and (f) cross-curricular connections with math and ELAR TEKS 2. Added tables for each educative and summative assessment 3. Updated introductory text to section explaining what is shown in each table

Component: ***Texas ADI Learning Hub for Science, 4th Grade***
ISBN: 9798987754818

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Type: Editorial Change

Current Page Number(s): Pages 8 -10 of the Updated Teacher Implementation Guide

Location: Pages 8-10 of the updated Teacher Implementation Guide

Original Text: Original sections begins on page 6 of the initial Teacher Implementation Guide and contunes through page 7.

Updated Text: Revised and included additional text in section titled "The Need for New Ways of Teaching Science in 3rd Grade)." The changes begin on page 9 and continue through the remainder of the section.

Feedback and Publisher Responses

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Page Number(s): N/A

URL:

View Content

Feedback Text: Need to incluse tree roots erosion caused by water which is specifically needed to comply with the TEKS standard

Publisher Response: We made this change, but in the Exposed Tree Roots investigation, where students are explicitly investigating a phenomenon related to erosion from water.

Component: *Texas ADI Learning Hub for Science, 4th Grade*
ISBN: 9798987754818

Page Number(s): N/A

URL:

View Content

Feedback Text: It would be good to add another line or paragraph that explicitly mentions that inherited traits are different than acquired physical traits.

Publisher Response: The next activity differentiates inherited and acquired traits. It states "These acquired traits are not passed down from the parent to the offspring."

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 5

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

Editorial Changes

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Secret Substances, Ideas stage

Original Text: Pre-adoption Sample text

Updated Text: Updated text reflective of feedback from TRR process. Revised text to simplify discussion on physical properties and density. Added text on creating tables.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Hydroponics, Ideas Stage

Original Text: Order of the ideas presented was: 1. Cause and Effect 2. The needs of Living Things 3.Plants and Plant Growth

Updated Text: Updated order of ideas in response to TRR feedback. The order of ideas presented is?: 1. The Needs of Living Things 2. Plants and Plant Growth 3. Cause and Effect The text explaining each idea remains unchanged

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Trampoline Double Bounce, ideas stage, activity 3

Original Text: Heading: Read about a final core idea you can use

Updated Text: Heading: Read about a third core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Environmental Effects in Plants, Learning Hub, Stage 6: Reflect, Section 1: Discuss some of the core ideas, image

Original Text: Image of a baby flamingo without border

Updated Text: Image of a baby flamingo with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Sled Tug-o-War, Ideas Stage, Activity 2

Original Text: Heading: Read about a final core idea you can use

Updated Text: Heading: Read about another core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Mass and the State of Matter, Task Stage, Activity 3

Original Text: The video you watched showed what can happen to a sample of matter, such as a piece of chocolate, when it changes temperature. In the video, the chocolate turned from a solid state to a liquid state when it reached a temperature of 90oF (32oC). All matter can change from a solid state to a liquid state like the chocolate did when it gets hot enough. Matter can also change from a liquid state to a solid state when it gets cold. Your goal in this investigation is to figure out if a sample of matter will become heavier, lighter, or stay the same weight when it changes from a solid state to a liquid state or a liquid state to a solid state. The guiding question of this investigation is:

Updated Text: The video you watched showed what can happen to a sample of matter, such as a piece of chocolate, when it changes temperature. In the video, the chocolate turned from a solid state to a liquid state when it reached a temperature of 90oF (32oC). All matter can change from a solid state to a liquid state like the chocolate did when it gets hot enough. Matter can also change from a liquid state to a solid state when it gets cold. Your goal in this investigation is to figure out what happens to the mass of matter when it changes state. It is possible that the mass can increase, decrease, or stay the same when matter changes from a solid state to a liquid state or a liquid state to a solid state. The guiding question of this investigation is:

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Mystery Mixtures, Ideas Stage, Activity 4

Original Text: What is your biggest takeaway from this stage of the investigation?What is your biggest takeaway from this stage of the investigation?

Updated Text: What are your biggest takeaways from this investigation? You may want to mention ideas related to the properties of matter, mixtures, and how we can use tools to separate mixtures.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Leopard Images in a Mirror, Ideas Stage, Activity 1

Original Text: Heading: Read about another core idea you can use

Updated Text: Read about a core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Leopard Images in a Mirror, Ideas Stage, Activity 3

Original Text: Heading: Read about another core idea you can use

Updated Text: Read about a third core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Shadows Throughout the Day, Ideas Stage, Activity 2

Original Text: N/A

Updated Text: If there were any words that you are unfamiliar with in the reading, think about other words you know that are similar to the unfamiliar word. You can also use prior experiences with If there were any words that you are unfamiliar with in the reading, think about other words you know that are similar to the unfamiliar word. You can also use prior experiences with shadows in science to help understand the unfamiliar word. Add these new words to your handout as well. in science to help understand the unfamiliar word. Add these new words to your handout as well.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Mystery Mixtures, Plan Stage, Page 1

Original Text: Forceps

Updated Text: Tweezers

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Location: Chihuahuan Desert Ecosystem, Do Stage, Information Cards

Original Text: Typos in Card Designs. The following typos existed: 1. Texas Horned Lizard Card. Text read "Is able to shoot a stream of blood from its eye to dedend against preditors." 2. Coyote Card. Text read "They live in pack of up to 6 individuals."

Updated Text: Typos in Card Designs. The following **Editorial Changes** were made: 1. Texas Horned Lizard Card. Text read "Is able to shoot a stream of blood from its eye to defend against predators." 2. Coyote Card. Text read "They live in packs of up to 6 individuals."

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): 1

Location: In the materials table

Original Text: Original List of Materials

Updated Text: Updated list of materials with calculator added

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Entire Document

Location: Entire Document

Original Text: Original Text for Ideas Stage

Updated Text: Entire document has been updated based upon feedback from the State Review Panel and Texas Resource Review

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Location: Read text under the heading "Generate a concept - Page 1"

Original Text: Create a design concept for a wildlife crossing. Finally, draw a model that explains how the design works. Be sure to include any unseen entities, such as energy or forces, in your model. You can use callouts to show things that are

too small to see (such as atoms) and arrows to represent movement or forces. You can also draw pictures to show the designs works before, during, and after an event to help show change over time.

Updated Text: Create a design concept for a wildlife crossing. You also will want to keep track of the cost of materials in your budget. You can use a calculator to find the total cost of your concept. Finally, draw a model that explains how the design works. Be sure to include any unseen entities, such as energy or forces, in your model. You can use callouts to show things that are too small to see (such as atoms) and arrows to represent movement or forces. You can also draw pictures to show the designs works before, during, and after an event to help show change over time.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Location: Image under heading "Some materials, tools or techniques you can use - Page 2"

Original Text: Origianl Image

Updated Text: New image with calculator added

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students

how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects on Plants, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Be careful when using the plastic knife. • Do not eat or drink any of the investigation materials during the lab. • If you get vinegar on your hands, wash them with soap and water. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Handle food coloring/dyes with care! Always wear gloves, a lab coat/apron, and safety goggles when handling food coloring or dyes. • Be careful when using the plastic knife. • Do not eat or drink any of the investigation materials during the lab. • If you get vinegar on your hands, wash them with soap and water. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom. • Food Coloring/Dyes: While wearing gloves, wipe down the outsides of the bottles with water and paper towel to clean outside surface prior to storage.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Diving in the Dark (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Exposed wires can get hot when the circuit is closed. Be careful not to burn yourself. • Take care when using the hot glue gun. The metal tip and glue can burn skin. • If you get any hot glue or sealant on yourself, let your teacher know immediately. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use. • Always wear rubber gloves when handling wires/batteries • Exposed wires can get hot when the circuit is closed. Be careful not to burn yourself. • Take care when using the hot glue gun. The metal tip and glue can burn skin. • If you get any hot glue or sealant on yourself, let your teacher know immediately. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom. • Turn off the heat source.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Enviornmental Effects on Plants (Preparation and Materials Document, Section: Preparation, Image)

Original Text: Old diagram of carnations in cups with differing liquids

Updated Text: Restyled diagram of carnations in cups with differing liquids

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

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ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

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Type: Editorial Change

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Cloudy Fish Tank, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Please follow all suggested safety precautions when working with ammonia. • Please follow all suggested safety precautions when handling the ammonia test kit solutions. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Ammonia can be dangerous. Avoid contact with skin. Don't breathe in ammonia fumes and avoid getting any ammonia in your mouth. Alert your teacher in the event of an accident. • Please follow all suggested safety precautions when working with ammonia. • Please follow all suggested safety precautions when handling the ammonia test kit solutions. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom. • Turn off the heat source.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Florida Summer Storms, Learning Hub, Investigation Preview

Original Text: New image of Zebras

Updated Text: New Image of Florida Storm

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

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"Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

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ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Share Document, Section: Draft Argument, Image)

Original Text: Old image of an argument board layout

Updated Text: New image of an argument board layout

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

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Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

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Type: Editorial Change

Current Page Number(s): N/A

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Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

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ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Balloon Powered Water Fountain, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Make sure to clean up any spills, and let your teacher know water spilled. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Make sure to clean up any spills, and let your teacher know water spilled. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Balloon-Powered Water Fountain, Learning Hub, Investigation Preview

Original Text: Image of Balloon Powered Water Fountain without border

Updated Text: Image of Balloon Powered Water Fountain with border

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Type: Editorial Change

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ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 5: Share, Section 1: Make a Draft Argument, Image

Original Text: Old diagram of an argument board

Updated Text: New diagram of an argument board

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
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Type: Editorial Change

Current Page Number(s): N/A

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Mystery Mixtures, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Use all equipment in the appropriate manner. • Wear gloves as needed. •Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Fallen Beads/BBs/Marbles/Shot may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Investigation Preview Image

Original Text: Image of a Flamingo

Updated Text: Image of a Plant with wilting leaves

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
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Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading

"Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: The Power of Water, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Make sure the cap has been tightened. • Keep sand out of your eyes. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Make sure the cap has been tightened. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
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Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 1: Task, Section 1: The Phenomenon, Image

Original Text: Image of flamingos without a border

Updated Text: Image of flamingos with a border

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Location: Downloaded Document under the heading "Investigation Standards"

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ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Mixing It Up!, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Clean up any spills immediately • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Clean up any spills immediately • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students

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Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

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Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Florida Summer Storms, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Use caution when handling the bulb. • Use caution when handling and using the thermometer. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Use caution when handling the bulb. • Use caution when handling and using the thermometer. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Stage 1: Task Document, Section: The Phenomenon, Image)

Original Text: Image of flamingos without a border

Updated Text: Image of flamingos with a border

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Mass and the State of Matter, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Safety Note Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment like goggles are kept. In addition, be sure to:
• Wear sanitized safety goggles during setup, while collecting data, and when you clean up. Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves,

a lab coat/apron, and safety goggles when handling liquids. • Wear heat-insulated gloves when handling hot glue or hot water. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

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Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect

changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Cans of Coke and Diet Coke in Water, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear

sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Stage 2: Ideas Document, Section 1: Some Ideas You Can Use: Plants and Their Traits, Image)

Original Text: Old plant diagram

Updated Text: Restyled plant diagram

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Sled Tug-O-War, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Keep all your materials in your workspace and pick up any fallen materials right away. Small materials can present a trip/slip hazard. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Pick up any fallen items and make certain the area around your workspace is clean. • Return all materials to supply area.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Trampoline Double Bounce, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not pull the springs on their own. The springs

should only be stretched when collecting data. • When removing masses from the springs, make sure to slowly release the spring back to its original length. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Springs under tension may be dangerous if they break or come unhooked and snap back. Always wear safety goggles when working with springs. • Do not pull the springs on their own. The springs should only be stretched when collecting data. • When removing masses from the springs, make sure to slowly release the spring back to its original length. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 2: Ideas, Section 1: Read About a Core Idea You Can Use, Image

Original Text: Old plant diagram

Updated Text: Restyled plant diagram

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Shadows Throughout the Day, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Handle lightbulb with caution, as it may get hot during use and may cause burns if handled improperly. While cleaning up your materials, be sure to: • Allow lightbulb time to cool before disconnecting. • Never touch broken glass. If any glass is broken, tell your teacher and let them help you with it.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

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Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*
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Type: Editorial Change

Current Page Number(s): N/A

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Batteries and Bulbs in a Closed Circuit, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you do this activity. In addition, be sure to: • Wear sanitized safety goggles during setup, while collecting data, and when you clean up. • Be careful when handling bulbs, batteries, and wires—they can get hot and burn your skin. Also, bulbs are made of glass and can cut you if they break, and wire ends are sharp and can cut or puncture your skin. • Never put bulbs, batteries, or wires in your mouth or on your tongue. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves and safety goggles when handling glass materials. • Always wear rubber gloves when handling wires/batteries • Be careful when handling bulbs, batteries, and wires—they can get hot and burn your skin. Also, bulbs are made of glass and can cut you if they break, and wire ends are sharp and can cut or puncture your skin. • Never put bulbs, batteries, or wires in your mouth or on your tongue. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Color Changing Anoles, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep the electrical equipment away from water sources to prevent shock. • Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, tell your teacher immediately so he or she can clean up the pieces. • Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Keep the electrical equipment away from water sources to prevent shock. • Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, tell your teacher immediately so he or she can clean up the pieces. • Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the

updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 2: Ideas, Section 2: Read About Another Core Idea You Can Use, Image

Original Text: Image of trash in water without border

Updated Text: Image of trash in water with border

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

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ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Rock Classification and the Rock Cycle, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Protect the lens in the hand lens from scratches. • Handle the rock samples carefully. • Wash your hands with soap and water when you are finished cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Always wear safety goggles, a lab coat/apron, and non-latex gloves when handling glass. • Be careful when handling the hand lens to avoid scratching it • Handle rocks with care • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Double-check the area around your workspace and make sure to pick up any materials that fell during your investigation.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

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Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Ways to Complete a Circuit, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Safety Note Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not touch the metal ends of the wire when the wires are connected to the battery. • Handle the bulb carefully to avoid breaking it. If the bulb does break, do not touch any glass. Let your teacher know so they can clean up the broken glass. • The objects may become hot when connected to the battery. Be careful when touching the objects. If they become too hot, disconnect the battery. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Always wear rubber gloves when handling wires/batteries • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Do not touch the metal ends of the wire when the wires are connected to the battery. • Handle the bulb carefully to avoid breaking it. If the bulb does break, do not touch any glass. Let your teacher know so they can clean up the broken glass. • The objects may become hot when connected to the battery. Be careful when touching the objects. If they become too hot, disconnect the battery. • Only use sharp tools like the wire cutters with your teacher's supervision • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Sand Dunes, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep sand out of eyes. • Use caution when using the fan. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Use caution when using the fan. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Ideas Document, Section: Read About Another Core Idea You Can Use: Enviornmental Factors, Image

Original Text: Image of trash in water without border

Updated Text: Image of trash in water with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

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Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Diving in the Dark

Original Text: The image below shows a scuba diver with an oxygen tank on their back

Updated Text: The image at left shows a scuba diver with an air tank on their back.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring

themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Leopard Images in a Mirror, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • If the mirror chips or breaks, please tell your teacher. Do not touch the broken glass. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Let your teacher know if any materials got broken during your investigation. • Do not touch broken glass. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: A Night in an Ice Hotel, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle the thermometer and materials with caution. • Make sure the “blanket” has been wrapped securely so it doesn’t get wet. • Clean up any water spills immediately. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Handle the thermometer and materials with caution. • Make sure the “blanket” has been wrapped securely so it doesn’t get wet. • Clean up any water spills immediately. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Ideas Document, Section: Some Ideas You Can Use: Traits and Enviornmental Influences, Image

Original Text: Image of a cow becoming obese without border

Updated Text: Image of a cow becoming obese with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Diving in the dark

Original Text: As you watch the video, write down some things you notice and wonder about on your handout.

Updated Text: As you watch the video, write down on your handout some things you notice, some things you wonder about, and possible problems divers might need to solve when they dive in teams.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

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Current Page Number(s): N/A

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Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

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Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Secret Substances, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Wires can get hot when they are part of a circuit. Use the erasers to avoid touching the exposed wire when connecting the lightbulb wires to the battery. • Keep track of your materials during the lab and pick up dropped items quickly. Stepping on loose lab supplies can cause someone to trip and fall. • Clean up any water spills or drips after the density portion of this investigation. Water can cause someone to slip and fall. • If any glass breaks, please notify the teacher immediately. • Batteries contain battery acid. This is a toxic substance. Do not consume batteries. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Magnets may damage electronic devices, cell phones, and computers. Do not hold/place magnets near electronic devices. • Wires can get hot when they are part of a circuit. Use the erasers to avoid touching the exposed wire when connecting the lightbulb wires to the battery. • Keep track of your materials during the lab and pick up dropped items quickly. Stepping on loose lab supplies can cause someone to trip and fall. • Clean up any water spills or drips after the density portion of this investigation. Water can cause someone to slip and fall. • If any glass breaks, please notify the teacher immediately. • Batteries contain battery acid. This is a toxic substance. Do not consume batteries. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Wildlife Crossing in the Piney Woods (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you build your solution to the problem. In addition, be sure to: • Wear sanitized safety goggles during setup, while building, and when you clean up. • Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched. • Box cutters are sharp and should only be used under supervision. Incorrect use of the box cutter can lead to severe cuts. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Wear heat-insulated gloves when handling hot glue or hot water. • Only use sharp tools with your teacher's supervision (e.g. safety box cutters, snippers, scissors, wire cutters) • Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched. • Box cutters are sharp and should only be used under supervision. Incorrect use of the box cutter can lead to severe cuts. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 2: Ideas, Section: Read about a final Core Idea You Can Use, Image

Original Text: Image of a cow becoming obese without border

Updated Text: Image of a cow becoming obese with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of

the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Wildlife Cross

Original Text: As you watch the video, write down some things you notice and wonder about on your handout.

Updated Text: As you watch the video, write down some things you notice, some things you wonder about, and a possible problem that the animals living in the park might face.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they

used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

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Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Hydroponics, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not eat any of the materials used in the lab. • If you spill water, clean it up quickly so no one slips. • If you use a lamp as a light source, do not touch the lamps. They may be hot. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Do not eat any of the materials used in the lab. • If you spill water, clean it up quickly so no one slips. • If you use a lamp as a light source, do not touch the lamps. They may be hot. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your

materials, be sure to: •Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Feeding Astronauts, Safety Notes, Carry Out Your Plan (Learning Hub)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Do not eat any of the foods. • If you spill any water, notify your teacher immediately. • Throw away all food at the end of your investigation. • Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept. In addition, be sure to: • Wear sanitized safety goggles during setup, data collection, and cleanup. • Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials. • Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area. • Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids. • Do not eat any of the foods. • If you spill any water, notify your teacher immediately. • Throw away all food at the end of your investigation. • Wash your hands with soap and water when you are done cleaning up. While cleaning up your materials, be sure to: • Let your teacher know if any materials got broken during your investigation. Do not touch broken glass. • Return your supplies to the supply area. • Return your safety goggles to the place where they are stored in your classroom.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways: 1. Changed title to "Making Connections" 2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years. 3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS. 4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math. 5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question 6. Updated In-Person Lesson plan 7. Updated the Teaching Tip for In-Person Lessons

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Preparation and Materials Document, Section: Preparation, Image)

Original Text: Old diagram of carnations in cups with differing liquids

Updated Text: Restyled diagram of carnations in cups with differing liquids

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress

check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways: 1. Changed title of section to "Cross-Curricular Connections" 2.Provided a more focused list of ELAR student expectations supported during this investigation. 3. Added a list of mathematics student expectations supported during this investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity: 1. Adjusted the directions for students disccusion on what things they did that made them good scientists during the investigation 2. Updated In-Person Lesson Plan to reflect changes in the student activity 3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity 4. Added opportunity to reflect on how this investigation was an improvement over prior investigations 5. Added opportunity for students to agree on additional class norms for future investigations.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are: 1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS. 2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." 3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation. 4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLshttps://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!

Original Text: Original Activity provided students with the opportunity to: 1. Identify strengths in how they carried out their investigation 2. Agree on class norms for future investigation

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Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 10 in the Updated Teacher Implementation Guide

Location: Last paragraph on page 10 in the Updated Teacher Implementation Guide

Original Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was created using the most up-to-date findings on learning and then tested and refined through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations (such as the ones included in these instructional materials). When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new SCIs, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use SCIs, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Updated Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was first created using the most up-to-date findings about how people learn and then tested and refined over time through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations or design challenges. When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new DC, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use DC, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 12 of the updated Teacher Implementation Guide

Location: First paragraph

Original Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they investigate a phenomenon, make sense of

that phenomenon, and evaluate and refine ideas, explanations, or arguments (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Updated Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they make sense of a phenomenon or problem, create an explanation or solution, share arguments to support the validity or acceptability of these explanations or solutions, and then refine these explanations, solutions, and arguments based on feedback (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations and design challenges create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: Last 2 full paragraphs on page 13

Original Text: The students are given an opportunity to share what they already know about the phenomenon during the third activity of this stage. Students begin by drawing a picture that shows what they know about the phenomenon (or in some cases a related phenomenon that is more familiar to them). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. This activity is important because students' prior knowledge and experiences related to the phenomenon can be used as a starting point for student sense-making. Teachers can then leverage the prior knowledge and experiences of the students in their classes as a tool to help students figure out how or why something happens in the world around them. This stage also provides multiple opportunities to practice, develop, and demonstrate mastery of the following grade-level SEPs as outlined in the TEKS:

Updated Text: The students are then given an opportunity to share what they already know about the phenomenon or the problem during the third activity of this stage. Students begin by drawing a picture to illustrate what they know about the phenomenon or the problem on the task stage handout (see image at right). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. Once all the students have drawn and labeled a picture (which is a basic conceptual model of their thinking), they should be given time to share their ideas with the other students in their group. As they share their ideas, they will start asking more questions about the phenomenon and begin to think about what else they will need to know before they will be able to answer the guiding question. Finally, each group of students should be encouraged to generate a list of at least three things that they will need to learn more about during the investigation.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: First 2 paragraph

Original Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon to create a need for students to figure something out. A phenomenon is simply an observable event. The phenomenon will usually be in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon.

Updated Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon or a problem to solve. This introduction of a phenomenon or problem at the beginning of the investigation or design challenge creates a need for students to figure something out. The phenomenon or problem to solve will usually be presented to student in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon or problem as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon or problem. We recommend students be given opportunities to share with the full class the things they wonder about in response to the phenomenon. These wonderings can be written on a sheet of chart paper or on the whiteboard and displayed as a Wonder Wall—a specific place to document the scientifically oriented questions students pose in response to the phenomenon. A Wonder Wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The Wonder Wall also provides resources for extension activities for students in the Do and Share stage.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 18 of the updated Teacher Implementation Guide

Location: Hints for the Plan Stage box. Hint 6

Original Text: N/A

Updated Text: 6. For those groups who may need a more challenging learning experience, you can use a different graphic organizer that requires students to provide more details about their plan (see appendix) or do not give them any graphic organizer.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 3

Location: Text above the picture of trees

Original Text: Many organisms are responsive to the environment they live in. When the environment changes, this can cause a change in the organisms living in that environment. One of the biggest factors impacting change in organisms is the change in the seasons each year. When the season change, many organisms will also undergo noticeable changes. This is because the length of daylight also changes during the seasons. The day is longest during the summer and shortest during the winter. When there are longer days in the summer, the leaves of trees are green. As the day gets shorter, the leaves change color. Finally, when the day is shortest in the winter, many trees lose their leaves completely. The image below shows a cherry blossom tree throughout the year. The changes in the tree are due to the changes in the environment.

Updated Text: Biologists are scientists who study living things, such as plants and animals. One thing biologists do is to explain how different factors or environmental conditions impact organisms. For example, many biologists study if an animal's diet impacts its health. The factor the biologist is explaining is diet, or what the animal eats. This allows the biologist to explain how and why giving chocolate to a dog, for example, will negatively impact the dog even though humans can safely eat chocolate. Biologists also study how environmental conditions impacts organisms and explain what happens to organisms when the environment they live in changes. Biologists also want to explain why that change happens. Many plants and animals are responsive to the environment they live in. When the environment changes, this can cause a change in the plants and animals living in that environment. One of the biggest factors impacting change in organisms is the change in the seasons each year. When the season change, many organisms will also undergo noticeable changes. Biologists studying organisms explain the seasonal changes of plants and animals are caused by the change in

the length of daylight during the seasons. The day is longest during the summer and shortest during the winter. When there are longer days in the summer, the leaves of trees are green. As the day gets shorter, the leaves change color. Finally, when the day is shortest in the winter, many trees lose their leaves completely. The image below shows a cherryblossom tree throughout the year. The changes in the tree are due to the changes in the environment.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 30-34 of the updated Teacher Implementation Guide

Location: Section titled "Stage 6 Reflect

Original Text: Original Text begins on page 25 of the original Teacher Implementation Guide. The section begins with the header "Stage 6: Reflect."

Updated Text: Revised content begins on page 30 under the header "Stage 6: Reflect." Changes include: 1. More indepth description of the first activity of the Reflect stage 2. Updated description of the second activity of the Reflect stage in light of changes made to each investigation in response to feedback from the Texas Resource Review 3. Updated description of the third activity of the Reflect stage in light of changes made made to each investigation in response to feedback from the Texas Resources Review.

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 35-36 of the updated Teacher Implementation Guide.

Location: Bottom 3 paragraphs on page 35 and first paragraph of page 36 of the updated Teacher Implementation Guide

Original Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR contains specific criteria that are to be used by a pair of students as they evaluate the quality of each section of the investigation report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Updated Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR is designed as an analytical rubric that makes the criteria for mastery of the task explicit. It contains four sections. One section focuses on the introduction of the report, one section focuses on the method, one on the argument, and one on the overall writing mechanics. Each section contains specific criteria that are unique to each section of the report. These criteria are framed as questions that can be answer with an answer of “yes” (meets expectations for that criterion), “somewhat” (approaches expectations for the criterion), or “no” (does not meet expectations for that criterion). The pair of students can simply answer each question as they evaluate the quality of each section of the report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Educational research suggests analytical rubrics are particularly effective for promoting growth throughout the year, as the norms for what counts as quality consistently evolve with students increased knowledge and skill. This type of rubric stands in contrast to a rubric normed against a static standard of performance. A rubric with a specific standard as the end goal cannot provide continued opportunities for growth once students meet the standard used to develop the rubric. Research also shows that analytic rubrics are effective for focusing students attention on important questions, such as the quality of evidence, along side details such as font size, neatness, or word count. While these details are important,

they tend to be the sole focus of rubrics normed against a static standard of performance. Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 36-37 of the updated Teacher Implementation Guide

Location: Updated text begins on the bottom of page 36 of the updated Teacher Implementation Guide (paragraph begins with "The final activity of the report stage...").

Original Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product.

Updated Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report. The PRG/TSR, as noted earlier, is designed to be an analytical rubric rather than a holistic one. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). Holistic rubrics, in contrast, often list three to five levels of performance, along with a broad description of the characteristics that define each level. The main advantage of an analytical rubric is that it provides targeted feedback to students. We take this one step further and identify the criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation using DC, RTCs, and SEPs. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and reduce bias. For example, two questions that included in the PRG/TSR are, "do you think the task and the guiding question or clear?" and "Do you think the analysis of the data is correct?" Answering "yes" to one of the these questions indicates that the student meets expectations for that criterion and should be awarded a score of two. Answering "somewhat" or "partially" indicates that a student is approaching expectations for that criterion and should be awarded a score of one. Finally, answering "no" indicates that the student needs improvement or did not include that aspect of the report and should earn a score of zero. Research on this approach not only shows that both students and teachers can review/score a report accurately using the PRG/TSR, but also student's writing improves substantially over time because of what they learn from reviewing other reports and from the targeted feedback they receive on their own report from their peers and their teacher (Sampson et al., 2013; Sampson & Walker, 2012).

Component: ***Texas ADI Learning Hub for Science, 5th Grade***
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 39 of the updated Teacher Implementation Guide

Location: Table. Section on "Reflect"

Original Text: Original table is on page 32 of the original Implementation Guide.

Updated Text: Updated Table

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 4

Location: Page 4 of document

Original Text: We often need to track how energy flows into, out of, or within a system. When energy transfers into an object through light, the object will increase in temperature. Because of this, you can track how much energy transfers into an object from light by measuring how much the temperature of that object changes. The more energy that transfers into an object from the light, the more the temperature of that object will increase over time.

Updated Text: Scientists often investigate how energy flows into, out of, or within a system. When energy transfers into an object through light, the object will increase in temperature. Because of this, scientists can track how much energy transfers into an object from light by measuring how much the temperature of that object changes. The more energy that transfers into an object from the light, the more the temperature of that object will increase over time. In this investigation, you will also need to track how energy flows between two objects in the system. Light energy will be transferred from the lightbulb in the lamp to the container. You will be able to use containers that are each a different color to help understand how changing color can help an anole regulate it's body temperature.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Page 58 of the updated Teacher Implementation Guide

Location: First full paragraph on page 58 of the updated Teacher Implementation Guide.

Original Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Updated Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. The report grading tool is the same analytical rubric that is included in the PRQ/TSR described earlier in the implementation guide. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). The report grading tool included specific criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and to reduce bias. For example, two of the questions found in the report grading tool include "do you think the task and the guiding question or clear?" or "Do you think the analysis of the data is correct?" Answering "yes" indicates that the student meets expectations for that criterion and should be given a score of 2, answering "somewhat" or "partially" indicates that a student is approaching expectations and should be given a score of 1 for that criterion. Answering "no" indicates that the student needs improvement or the student did not complete that aspect of the report

and should be given a score of 0. Teachers can also recognize students who exceeded grade level expectations and award a score of 3 on a specific criterion. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the analytical rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Pages 3-5 of the updated Teacher Implementation Guide

Location: Pages 3-5 of the Updated Teacher Implementation Guide

Original Text: Original Tables of Contents

Updated Text: Updated Tables of Contents

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Pages 51-52 of the updated Teacher Implementation Guide

Location: Text under the heading "Assessment." Corresponding text in original teacher implementation guide is on page 33 under the same heading.

Original Text: Original text provides a breif introduction to the different types of assessments contained in the program.

Updated Text: Updated to this section include: 1. The relationship between educative and diagnostic assessments (p. 51). 2. A definition of conceptual understanding (p. 51). and how our assessments measure student conceptual understanding 3. A definition of matery performance and what counts as mastery on an assessment 4. How we define mastery and measure conceptual understanding in the context of students learning the TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Pages 6-8 of the Updated Teacher Implementation Guide

Location: Pages 6-8 of the Updated Teacher Implementation Guide

Original Text: Original section begins on page 4 of the initial Teacher Implementation Guide and continues through page 5.

Updated Text: Revised and included additional text in section titled "A Vision for Science Education in Texas." Revisions begin with the second paragraph on page 6. Revisions and additions to this section continue in each subsequent paragraph in the section.

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Pages 76-78 of the updated Teacher Implementation Guide

Location: Text and Table under the heading "Year at a Glance."

Original Text: Original text and table are on page 52 of the original teacher implementation guide.

Updated Text: Updated the text and table in the Year at a Glance section. Changes include: 1.Inclusion of educative and summative assessments in the list of activities 2. Inclusion of 3 columns corresponding to the three categories of TEKS: Content TEKS, Recurring Themes and Concepts TEKS, and Science and Engineering Practices TEKS 3. Color Coding of the TEKS to indicate if the TEKS are being introduced for the first time, reviewed and reinforced, the focus of an educative asserssment, or the focus of a summative assessment. 4. Updated text describing the Year at a Glance table

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Pages 77-99 of the updated Teacher Implementation Guide.

Location: Text and tables under the heading "Detailed Overview"

Original Text: Original text and table began on page 53 of the original implementation guide. The section begins with the heading "Detailed Investigation Overview."

Updated Text: Changes to the Detailed Overview include: 1. Updated tables for each investigation to include: (a) goal of investigation; (b) core ideas students use during the investigation; (c) Science TEKS introduced during the investigation; (d) science TEKS reviewed and reinforced from earlier in the course; (e) ELPS alignment; and (f) cross-curricular connections with math and ELAR TEKS 2. Added tables for each educative and summative assessment 3. Updated introductory text to section explaining what is shown in each table

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Type: Editorial Change

Current Page Number(s): Pages 8 -10 of the Updated Teacher Implementation Guide

Location: Pages 8-10 of the updated Teacher Implementation Guide

Original Text: Original sections begins on page 6 of the initial Teacher Implementation Guide and contunes through page 7.

Updated Text: Revised and included additional text in section titled "The Need for New Ways of Teaching Science in 3rd Grade)." The changes begin on page 9 and continue through the remainder of the section.

Feedback and Publisher Responses

Component: *Texas ADI Learning Hub for Science, 5th Grade*
ISBN: 9798987754825

Page Number(s): N/A

URL:

View Content

Feedback Text: Sentence number 3 should read, "Finally, draw a model," as opposed to, "Finally, draw model."

Publisher Response: We have made this change

Publisher: Assessment Technologies Institute, LLC dba National Healthcareer Association ("NHA)

Medical Terminology

Program: Medical Terminology: TEKS

Feedback and Publisher Responses

Component: *Medical Terminology*
ISBN: 9781565332331

Page Number(s): 1

URL:

View Content

Feedback Text: In the practice for word parts to disease the first two questions have the words in each in them which makes the question confusing,

Publisher Response: We have deleted the words “in each” for the first two questions in this activity.

Component: *Medical Terminology*
ISBN: 9781565332331

Page Number(s): 1

URL:

View Content

Feedback Text: In the practice questions, the last question, which contains the words eponychium is going to be confusing due to the ep which isn't a common prefix.

Publisher Response: We have removed this question from the activity.

Component: *Medical Terminology*
ISBN: 9781565332331

Page Number(s): 1

URL:

View Content

Feedback Text: Students can enter any answer, including just random letters, and the correct answers are shown.

Publisher Response: The practice activities within the modules are not graded. Their intention is to reinforce learning of the content that has been presented. It is our hope that students would use the product and try their hardest to answer the question correctly when submitting it. The wording of the question lends itself to this concept. This is a great idea. We will look to add an activity like this when we make product enhancements.

Component: *Medical Terminology*
ISBN: 9781565332331

Page Number(s): 1

URL:

View Content

Feedback Text: Students can enter any answer in the text box and receive the correct answers.

Publisher Response: The practice activities within the modules are not graded. Their intention is to reinforce learning of the content that has been presented. It is our hope that students would use the product and try their hardest to answer the question correctly when submitting it. The wording of the question lends itself to this concept. This is a great idea. We will look to add an activity like this when we make product enhancements.

Component: *Medical Terminology*
ISBN: 9781565332331

Page Number(s): 1

URL:

View Content

Feedback Text: Nothing specifically about spelling, a better activity would be which word is spelled correctly. Plus kids can just put in anything and get the correct answers

Publisher Response: The practice activities within the modules are not graded. Their intention is to reinforce learning of the content that has been presented. It is our hope that students would use the product and try their hardest to answer the question correctly when submitting it. The wording of the question lends itself to this concept.This is a great idea. We will look to add an activity like this when we make product enhancements

Publisher: B.E. Publishing, Inc.

Anatomy and Physiology

Program: Understanding Anatomy & Physiology (Texas Edition): TEKS

Editorial Changes

Component: *Understanding Anatomy & Physiology - Workbook*
ISBN: 9.78172E+12

Type: Editorial Change

Current Page Number(s): 242

Location: Ch. 17: Workbook page 242, page 252 of PDF reader. First sentence in Describe the Process: Maintenance of Blood Pressure activity removed

Original Text: The maintenance of blood pressure is crucial for normal body functioning

Updated Text: n/a - sentence was removed

Component: *Understanding Anatomy & Physiology - Workbook*
ISBN: 9.78172E+12

Type: Editorial Change

Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. Question 13 renumbered to question 15 to make room for two new questions.

Original Text: 13. The (male) (female) urethra shares function with the reproductive system.

Updated Text: 15. The (male) (female) urethra shares function with the reproductive system.

Component: *Understanding Anatomy & Physiology - Workbook*
ISBN: 9.78172E+12

Type: Editorial Change

Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. Question 10 renumbered to question 12 to make room for two new questions.

Original Text: 10. The small tube that conveys urine away from the bladder and out of the body is the (ureter) (urethra).

Updated Text: 12. The small tube that conveys urine away from the bladder and out of the body is the (ureter) (urethra).

Component: *Understanding Anatomy & Physiology - Workbook*
ISBN: 9.78172E+12

Type: Editorial Change

Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. Question 11 renumbered to question 13 to make room for two new questions.

Original Text: 11. In females, the urethra is approximately (6 cm or 2.4 inches) (3 cm or 1.2 inches).

Updated Text: 13. In females, the urethra is approximately (6 cm or 2.4 inches) (3 cm or 1.2 inches)

Component: *Understanding Anatomy & Physiology - Workbook*
ISBN: 9.78172E+12

Type: Editorial Change

Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. Question 12 renumbered to question 14 to make room for two new questions.

Original Text: 12. In males, the urethra is approximately (20 cm or 7.9 inches) (15 cm or 6 inches).

Updated Text: 14. In males, the urethra is approximately (20 cm or 7.9 inches) (15 cm or 6 inches).

Component: *Understanding Anatomy & Physiology - Textbook*
ISBN: 9781719648714

Type: Editorial Change

Current Page Number(s): 540

Location: Page 540 of textbook, page 560 of PDF reader. New content added.

Original Text: NA

Updated Text: New "Fast Fact" section added to the lower part of the page: Becoming sexually active during adolescence carries many risks, such as acquiring a sexually transmitted disease or becoming pregnant. The risk for girls is even greater and includes developing a reproductive tract infection and even cervical cancer. There are many emotional risks, too, with many experiencing such issues as depression, anxiety, and low self-esteem.

Feedback and Publisher Responses

Component: *Understanding Anatomy and Physiology - Textbook*
ISBN: 9781719648714

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Page Number(s): 29

URL:

View Content

Feedback Text: The concept of being concise may be implied but is not explicitly, please consider adding something directly related to concise communication.

Publisher Response: The publisher will add language that will directly relate to concise communication.

Program: Understanding Anatomy & Physiology (Texas Edition): ELPS

Editorial Changes

Component: *Understanding Anatomy & Physiology - Textbook*
ISBN: 9781719648714

Type: Editorial Change

Current Page Number(s): Page 29 of Text, Page 49 of PDF reader

Location: Page 29 of text, Page 49 of PDF reader. Talking points section. Last sentence of the first paragraph.

Original Text: Verbal techniques include speaking slowly in a moderate tone, confirming the patient's thoughts or feelings, summarizing what you heard the patient say, and choosing clear and simple terms and avoiding medical jargon.

Updated Text: Verbal techniques include speaking slowly in a moderate tone, confirming the patient's thoughts or feelings, summarizing what you heard the patient say, choosing clear and simple terms, avoiding medical jargon, and keeping it concise.

Component: *Understanding Anatomy & Physiology - Textbook*
ISBN: 9781719648714

Type: Editorial Change

Current Page Number(s): Page 29 of Text, Page 49 of PDF reader

Location: Page 29 of text, Page 49 of PDF reader. Talking points section. Third bullet.

Original Text: What communication techniques would ensure that you express yourself clearly?

Updated Text: What communication techniques would ensure that you express yourself in a clear and concise manner?

Publisher: B.E. Publishing, Inc.

Medical Terminology

Program: Medical Terminology: A Learning Strategies Approach, Texas Edition: TEKS

Editorial Changes

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 1

Location: 2nd paragraph, Lines 6. Page 23 of the PDF Reader

Original Text: ō = oh ŏ = dog o = got, lot, pawn

Updated Text: ō = oh ŏ = dog o = got, lot, pawn oo = foo

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 1

Location: 2nd paragraph, Lines 7. Page 23 of the PDF Reader

Original Text: ŭ = up u = put, foot

Updated Text: ū = you ŭ = up u = put, foot

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 138

Location: Combining Form Table Pronunciation footnote. Page 160 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 139

Location: Combining Form Table Pronunciation footnote. Page 161 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 140

Location: Combining Form Table Pronunciation footnote. Page 162 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 182

Location: Combining Form Table Pronunciation footnote. Page 204 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 231

Location: Combining Form Table Pronunciation footnote. Page 253 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 232

Location: Combining Form Table Pronunciation footnote. Page 254 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 233

Location: Combining Form Table Pronunciation footnote. Page 255 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 269

Location: Combining Form Table Pronunciation footnote. Page 291 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 27

Location: Table 2-1 Pronunciation footnote. Page 49 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 27

Location: Table 2-2 Pronunciation footnote. Page 49 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 270

Location: Combining Form Table Pronunciation footnote. Page 292 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 28

Location: Table 2-3 Pronunciation footnote. Page 50 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 29

Location: Table 2-3 Cont'd Pronunciation footnote. Page 51 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 29

Location: Table 2-4 Pronunciation footnote. Page 51 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 31

Location: Table 2-5 Pronunciation footnote. Page 53 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 311

Location: Combining Form Table Pronunciation footnote. Page 333 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 312

Location: Combining Form Table Pronunciation footnote. Page 334 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 313

Location: Combining Form Table Pronunciation footnote. Page 335 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 32

Location: Table 2-5 Cont'd Pronunciation footnote. Page 54 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

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ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 33

Location: Table 2-6 Pronunciation footnote. Page 55 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 34

Location: Table 2-7 Pronunciation footnote. Page 56 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 34

Location: Table 2-8 Pronunciation footnote. Page 56 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

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ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 34

Location: Table 2-9 Pronunciation footnote. Page 56 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 348

Location: Combining Form Table Pronunciation footnote. Page 370 of the PDF Reader.

Original Text: No text

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 349

Location: Combining Form Table Pronunciation footnote. Page 371 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

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ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 37

Location: Table 2-10 Pronunciation footnote. Page 59 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 381

Location: Combining Form Table Pronunciation footnote. Page 403 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 39

Location: Table 2-11 Pronunciation footnote. Page 61 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 40

Location: Table 2-11 Cont'd Pronunciation footnote. Page 62 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 41

Location: Table 2-12 Pronunciation footnote. Page 63 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 416

Location: Combining Form Table Pronunciation footnote. Page 438 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 42

Location: Table 2-13 Pronunciation footnote. Page 64 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 448

Location: Combining Form Table Pronunciation footnote. Page 470 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 449

Location: Combining Form Table Pronunciation footnote. Page 471 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 488

Location: Combining Form Table Pronunciation footnote. Page 510 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 489

Location: Combining Form Table Pronunciation footnote. Page 511 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 490

Location: Combining Form Table Pronunciation footnote. Page 512 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 88

Location: Table 4-1 Pronunciation footnote. Page 110 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 89

Location: Table 4-2 Pronunciation footnote. Page 111 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Component: ***Medical Terminology: A Learning Strategies Approach, Texas Edition***
ISBN: 9781719646604

Type: Editorial Change

Current Page Number(s): 89

Location: Table 4-1 Cont'd Pronunciation footnote. Page 111 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ĕ = met, ī = eye, ĭ = in, ō = oh, ŏ = dog, ū = you, ŭ = up, oo = food

Publisher: BIOZONE Corporation

Biology

Program: Biology for Texas: TEKS

Editorial Changes

Component: ***Biology for Texas***
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 114

Location: third paragraph to left of diagram at top of page.

Original Text: active site' is blue bolded

Updated Text: change to black text, not bold

Component: ***Biology for Texas***
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 114

Location: third paragraph to left of diagram at top of page.

Original Text: active site' is blue bolded

Updated Text: change to black text, not bold

Component: ***Biology for Texas***
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 121

Location: Key Question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 121

Location: Key Question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 127

Location: Key Question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 127

Location: Key Question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 192

Location: Key Question at top of page (on blue stripe)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 192

Location: Key Question at top of page (on blue stripe)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 198

Location: key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 198

Location: key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 233

Location: replace qu2 with new qu

Original Text: 2. Outline two ways CRISPR can be used to edit genes:

Updated Text: 2. Research the impact of Doudna and Charpentier's discovery of the CRIPSR system. Describe some uses of the technology and what other scientists believe it should or should not be used for.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 233

Location: replace qu2 with new qu

Original Text: 2. Outline two ways CRISPR can be used to edit genes:

Updated Text: 2. Research the impact of Doudna and Charpentier's discovery of the CRIPSR system. Describe some uses of the technology and what other scientists believe it should or should not be used for.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 236

Location: Title

Original Text: Covid 19

Updated Text: Covid-19

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 236

Location: Title

Original Text: Covid 19

Updated Text: Covid-19

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 240

Location: key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 240

Location: key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 246

Location: Key Question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 246

Location: Key Question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 251

Location: investigation 6.1. Reword step 2

Original Text: Record a value for the variable for each person in your class. Tabulate the data in the space below and plot a histogram of the number in each category

Updated Text: Tabulate the data in a spreadsheet (e.g. Excel) and graph the result using a histogram; alternatively use the space below to produce a table and use the grid to produce a plot

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 278

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 278

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 285

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 285

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 3

Location: Key question at top of page

Original Text: key question (on blue stripe)

Updated Text: content anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 3

Location: Key question at top of page

Original Text: key question (on blue stripe)

Updated Text: content anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 305

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 305

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 312

Location: Key Question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 312

Location: Key Question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 342

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 342

Location: qu1

Original Text: What do you think is wrong with this statement:

Updated Text: Critique this statement:

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 342

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 348

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 348

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 367

Location: title and bullet point 5

Original Text: Title: The Impact of Competing Alien Species AND Bullet point 5: Some of the most destructive of all alien species

Updated Text: Title: The Impact of Competing Invasive Species AND bullet point 5: Some of the most destructive of all invasive species

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 367

Location: title and bullet point 5

Original Text: Title: The Impact of Competing Alien Species AND Bullet point 5: Some of the most destructive of all alien species

Updated Text: Title: The Impact of Competing Invasive Species AND bullet point 5: Some of the most destructive of all invasive species

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 384

Location: margin tabs, top of page

Original Text: extension flag hidden under TEKS

Updated Text: extension flag to be moved

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 419

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 419

Location: Key question

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 427

Location: title

Original Text: Observations, and Assumptions

Updated Text: Observations and Assumptions

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 427

Location: title

Original Text: Observations, and Assumptions

Updated Text: Observations and Assumptions

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 435

Location: Key Question

Original Text: What types of data may be collected during an investigation?

Updated Text: What are the variables in an investigation?

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 435

Location: Key Question

Original Text: What types of data may be collected during an investigation?

Updated Text: What are the variables in an investigation?

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 442

Location: first blue text box

Original Text: graphs, bold blue text

Updated Text: remove blue bolded style

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 442

Location: first blue text box

Original Text: graphs, bold blue text

Updated Text: remove blue bolded style

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 57

Location: key question at top of page

Original Text: Key question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 57

Location: key question at top of page

Original Text: Key question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 61

Location: list of learning outcomes

Original Text: there are no dividing lines between the learning outomes

Updated Text: dividing lines to be added to be consistent with other chapter fronts in the book

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 61

Location: list of learning outcomes

Original Text: there are no dividing lines between the learning outomes

Updated Text: dividing lines to be added to be consistent with other chapter fronts in the book

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 63

Location: key question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 63

Location: key question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 8

Location: qu 1 (a) (b)

Original Text: 1. What are the three components of a nucleotide?

Updated Text: 1(a) List the components of a nucleotide in DNA. 1(b) list the components of a nucleotide in RNA

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 8

Location: qu 1 (a) (b)

Original Text: 1. What are the three components of a nucleotide?

Updated Text: 1(a) List the components of a nucleotide in DNA. 1(b) list the components of a nucleotide in RNA

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 85

Location: Key Question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 85

Location: Key Question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 91

Location: Key Question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 91

Location: Key Question at top of page

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 95

Location: qu7

Original Text: In the box on the right, draw a simple diagram to show the cyclic relationship between ATP and ADP.

Updated Text: In the box on the right, draw a simple diagram to show the cyclic relationship between ATP and ADP. Add the numbers of phosphate groups in both ATP and ADP.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 95

Location: qu7

Original Text: In the box on the right, draw a simple diagram to show the cyclic relationship between ATP and ADP.

Updated Text: In the box on the right, draw a simple diagram to show the cyclic relationship between ATP and ADP. Add the numbers of phosphate groups in both ATP and ADP.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG1

Location: bottom right of cover page of classroom guide

Original Text: advance copy for review purposes only

Updated Text: advance copy text removed

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG10

Location: CG10

Original Text: Content has moved pages

Updated Text: Content previously on CG10 is now on CG14

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG10

Location: Content previously on CG6 is now on CG10

Original Text: N/A

Updated Text: Content previously on CG6 is now on CG10

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG11

Location: CG11

Original Text: Content has moved pages

Updated Text: Content previously on CG11 is now on CG15

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG11

Location: Content previously on CG7 is now on CG11

Original Text: N/A

Updated Text: Content previously on CG7 is now on CG11

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG12

Location: pg CG12 in yellow box titled learning outcomes

Original Text: Learning objectives: Concise statements summarize key learning points for students

Updated Text: Learning outcomes: Concise statements summarize key learning points for students

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG12

Location: pg CG12 in yellow box titled activity number

Original Text: Activity number: The activity in the book related to these learning objectives.

Updated Text: Activity number: The activity in the book related to these learning outcomes.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG12

Location: Content previously on CG8 is now on CG12

Original Text: N/A

Updated Text: Content previously on CG8 is now on CG12

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG12

Location: CG12

Original Text: Content has moved pages

Updated Text: Content previously on CG12 is now on CG16

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG12.

Location: page CG12 Second paragraph. last sentence

Original Text: tables on pages CG44-CG56

Updated Text: tables on pages CG48-CG6

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG13

Location: Page CG13 Fourth paragraph

Original Text: Tables identifying all of the ELPS included in Biology for Texas can be found on CG52-CG56.

Updated Text: Tables identifying all of the ELPS included in Biology for Texas can be found on CG56-CG60.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG13

Location: Page CG13 Second yellow box on student edition image

Original Text: see also CG42

Updated Text: see also CG46

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG13

Location: CG13

Original Text: Content has moved pages

Updated Text: Content previously on CG13 is now on CG17

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG14

Location: CG14

Original Text: Content has moved pages

Updated Text: Content previously on CG14 is now on CG18

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG15

Location: Page CG15 Text under tab system image

Original Text: Teachers wanting a more granulated breakdown of the Scientific and Engineering TEKS can find this in the TEKS summary tables (CG44-CG51)

Updated Text: Teachers wanting a more granulated breakdown of the Scientific and Engineering TEKS can find this in the TEKS summary tables (CG48-CG55)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG15

Location: CG15

Original Text: Content has moved pages

Updated Text: Content previously on CG15 is now on CG19

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG16

Location: image of content anchor page

Original Text: image change

Updated Text: Updated image for content anchor example

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG16

Location: CG16

Original Text: Content has moved pages

Updated Text: Content previously on CG16 is now on CG20

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG17

Location: Page CG17 third paragraph, last sentence

Original Text: provided on CG17-CG18

Updated Text: provided on CG21-CG22.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG17

Location: CG17

Original Text: Content has moved pages

Updated Text: Content previously on CG17 is now on CG21

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG18

Location: CG18

Original Text: Content has moved pages

Updated Text: Content previously on CG18 is now on CG22

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG19

Location: CG19

Original Text: Content has moved pages

Updated Text: Content previously on CG19 is now on CG23

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG19

Location: image of content anchor page revisited

Original Text: image change

Updated Text: Updated image for content anchor revisited example

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG2

Location: contents and FAQ list

Original Text: goes up to page 52

Updated Text: additional contents added up to page 56

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG20

Location: CG20

Original Text: Content has moved pages

Updated Text: Content previously on CG20 is now on CG24

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG21

Location: CG21

Original Text: Content has moved pages

Updated Text: Content previously on CG21 is now on CG25

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG22

Location: CG22

Original Text: Content has moved pages

Updated Text: Content previously on CG22 is now on CG26

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG23

Location: CG23

Original Text: Content has moved pages

Updated Text: Content previously on CG23 is now on CG27

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG24

Location: CG24

Original Text: Content has moved pages

Updated Text: Content previously on CG24 is now on CG28

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG25

Location: CG25

Original Text: Content has moved pages

Updated Text: Content previously on CG25 is now on CG29

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG25

Location: Page CG25 Resource hub text

Original Text: teacher support materials (CG4)

Updated Text: teacher support materials (CG5)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG25

Location: Page CG25 glossary text

Original Text: The glossary is provided in both English and Spanish (CG22).

Updated Text: The glossary is provided in both English and Spanish (CG26).

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG26

Location: CG26

Original Text: Content has moved pages

Updated Text: Content previously on CG26 is now on CG30

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG26

Location: Page CG26 first paragraph,second to last sentence

Original Text: In the digital versions of the worktext, text to speech (read aloud) and translation functions support ELLs in their learning journey. More information on these features is provided below.

Updated Text: In the digital versions of the worktext, text to speech (read aloud) and translation functions will be available to support ELLs in their learning journey. More information on these features is provided below.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG27

Location: CG27

Original Text: Content has moved pages

Updated Text: Content previously on CG27 is now on CG31

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG27

Location: Page CG27, first sentence

Original Text: Extended teacher's notes are found on pages (CG24-CG41) of the Teacher's Edition and Digital Teacher's Edition of Biology for Texas.

Updated Text: Extended teacher's notes are found on pages (CG28-CG45) of the Teacher's Edition and Digital Teacher's Edition of Biology for Texas.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG28

Location: Activity 2A and Activity 9 - breakouts removed in response to SRP review results.

Original Text: n/a

Updated Text: Activity 2 removed 5A(iv). Activity 9 removed 4B(iii) (vi)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG28

Location: CG28

Original Text: Content has moved pages

Updated Text: Content previously on CG28 is now on CG32

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG29

Location: Activity 12 and 26/7 breakouts removed in response to SRP review

Original Text: n/a

Updated Text: Activity 12 removed 4B(iii)(vi). Activity 26/7 removed 4B(iii)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG29

Location: CG29

Original Text: Content has moved pages

Updated Text: Content previously on CG29 is now on CG33

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG3

Location: Page CG3 Sixth paragraph

Original Text: We have included a wide range of practical investigations within Biology for Texas. Practical investigations help teachers meet the required practical component of the program and also provide students with an opportunity to carry out hands-on science exploration, enhancing collaboration, communication, and practical skills while doing so. More information about BIOZONE'S practical activities can be found on CG16.

Updated Text: We have included a wide range of practical investigations within Biology for Texas. Practical investigations help teachers meet the required practical component of the program and also provide students with an opportunity to carry out hands-on science exploration, enhancing collaboration, CG20.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG3

Location: Page CG3 Seventh paragraph

Original Text: See CG17-CG18.

Updated Text: See CG21-CG22.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG3

Location: Page CG3 Fourth paragraph

Original Text: The TEKS form the foundation for the worktext structure. Chapters 1-9 align to the Science Content Knowledge and Skills Statements. The Scientific and Engineering Practices TEKS are carefully and purposefully integrated throughout the content chapters, and are also supported in a dedicated science practices chapter (chapter 10). TEKS are clearly identifiable to both students and teachers (CG8) via a simple coding system within the Student Edition (CG11). For teachers, additional coding within the Teacher's Edition identifies specific breakouts, allowing teachers to plan to a more granulated level if they wish to do so (CG42)

Updated Text: The TEKS form the foundation for the worktext structure. Chapters 1-9 align to the Science Content Knowledge and Skills Statements. The Scientific and Engineering Practices TEKS are carefully and purposefully integrated throughout the content chapters, and are also supported in a dedicated science practices chapter (chapter 10). TEKS are clearly identifiable to both students and teachers (CG12) via a simple coding system within the Student Edition (CG15). For teachers, additional coding within the Teacher's Edition identifies specific breakouts, allowing teachers to plan to a more granulated level if they wish to do so (CG46)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG3

Location: Page CG3 Fifth paragraph

Original Text: simple icon coding system (see CG42)

Updated Text: simple icon coding system (see CG46).

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG30

Location: Activity 41 breakouts removed in response to SRP review

Original Text: n/a

Updated Text: Removed 4B(iii)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG30

Location: CG30

Original Text: Content has moved pages

Updated Text: Content previously on CG30 is now on CG34

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG31

Location: CG31

Original Text: Content has moved pages

Updated Text: Content previously on CG31 is now on CG35

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG31

Location: Activity 53 breakouts removed in response to SRP review

Original Text: n/a

Updated Text: Removed 11A(iv)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG32

Location: CG32

Original Text: Content has moved pages

Updated Text: Content previously on CG32 is now on CG36

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG32

Location: activity 135

Original Text: double fullstop

Updated Text: single fullstop

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG32

Location: activity 137

Original Text: RATS

Updated Text: rapid antigen testing

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG32

Location: Activity 74 breakouts removed in response to SRP review

Original Text: n/a

Updated Text: Removed 3A(v)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG33

Location: CG33

Original Text: Content has moved pages

Updated Text: Content previously on CG33 is now on CG37

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG33

Location: Activity 82 and 90 and 94 breakouts altered in response to SRP review

Original Text: n/a

Updated Text: Activity 80 added 4B(vi). Activity 90 removed 1F(viii). Activity 94 removed 1B(ii)(vii). 2B(iii)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG34

Location: CG34

Original Text: Content has moved pages

Updated Text: Content previously on CG34 is now on CG38

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG34

Location: Activity 102 breakouts removed in rewsponse to SRP review

Original Text: n/a

Updated Text: Activity 102 removed 1B(ii)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG35

Location: CG35

Original Text: Content has moved pages

Updated Text: Content previously on CG35 is now on CG39

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG35

Location: Activity 120 altered in response to SRP review

Original Text: n/a

Updated Text: Activity 120 added 3A(i)(ii)(iii)(iv)(v)(vi) and deleted (xi)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG36

Location: CG36

Original Text: Content has moved pages

Updated Text: Content previously on CG36 is now on CG40

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG36

Location: Activity 130, 136 and 138 breakouts altered in response to SRP review

Original Text: n/a

Updated Text: Activity 130 removed 7B and changed to 7C(i)(ii)(iii). Activity 136 removed 4B(xi). Activity 138 added 4B(ix) and removed 4B(xii)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG37

Location: CG37

Original Text: Content has moved pages

Updated Text: Content previously on CG37 is now on CG41

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG37

Location: Activity 145, 151, 156 and 160 altered in response to SRP review

Original Text: n/a

Updated Text: Activity 145 deleted 1F(xii). Activity 151 deleted 8B. Activity 156 deleted 8B(iii). Activity 160 deleted 8A(ii)(v) and added 8B(v)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG38

Location: CG38

Original Text: Content has moved pages

Updated Text: Content previously on CG38 is now on CG42

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG38

Location: Activities 166 and 170 edited in response to SRP review

Original Text: n/a

Updated Text: Activity 166 deleted 3A(xii). Activity 170 deleted 9B(ii)(vii) added 9A(ii)(vii)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG39

Location: CG39

Original Text: Content has moved pages

Updated Text: Content previously on CG39 is now on CG43

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG4

Location: top of CG4

Original Text: BIOZONE's Teacher Toolkit is a suite of resources specifically developed to help you plan and deliver an engaging biology

Updated Text: BIOZONE's Teacher Toolkit is a suite of resources specifically developed to help plan and deliver an engaging biology program. Additional assessment tools are provided, allowing teachers to easily assess student understanding of the content. A brief description of the tools is provided below and in the following pages.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG40

Location: Activity 183 and 187 altered in response to SRP review

Original Text: n/a

Updated Text: Activity 183 deleted 4A(ix) . Activity 187 deleted 10B(iii)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG40

Location: CG40

Original Text: Content has moved pages

Updated Text: Content previously on CG40 is now on CG44

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG41

Location: CG41

Original Text: Content has moved pages

Updated Text: Content previously on CG41 is now on CG45

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG42

Location: Activity 216 and 224 altered in response to SRP review

Original Text: n/a

Updated Text: Activity 216 added 1B(v) and deleted 3B(v). Activity 224 deleted 1F(ix)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG42

Location: CG42

Original Text: Content has moved pages

Updated Text: Content previously on CG42 is now on CG46

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG43

Location: Altered Activity 236 in response to SRP review

Original Text: n/a

Updated Text: Activity 236 deleted 13D(i)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG43

Location: CG43

Original Text: Content has moved pages

Updated Text: Content previously on CG43 is now on CG47

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG44

Location: CG44

Original Text: Content has moved pages

Updated Text: Content previously on CG44 is now on CG48

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG45

Location: Altered Activity 272 in response to SRP review

Original Text: n/a

Updated Text: Activity 272 removed 1C(vii)

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG45

Location: CG45

Original Text: Content has moved pages

Updated Text: Content previously on CG45 is now on CG49

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG46

Location: Page CG46 paragraphs under Locating the ELPS in the Teacher's Edition heading

Original Text: The ELPS are identified in the chapter introduction. For more information, see CG9. Icons within the activity margin identify where an ELPS component is covered within an activity (right). An explanation of the ELPS icons is provided below. Summary tables (CG52-CG56) list all of the ELPS covered throughout Biology for Texas. The information is provided for each chapter. Tables identify the ELPS statement, student expectation, the associated breakout, and proficiency level. Teacher only ELPS are clearly identified.

Updated Text: The ELPS are identified in the chapter introduction. For more information, see CG13. Icons within the activity margin identify where an ELPS component is covered within an activity (right). An explanation of the ELPS icons is provided below. Summary tables (CG56-CG60) list all of the ELPS covered throughout Biology for Texas.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG46

Location: CG46

Original Text: Content has moved pages

Updated Text: Content previously on CG46 is now on CG50

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG46

Location: Page CG46 last sentence in introductory text.

Original Text: Summary tables identifying the location of specific TEKS and ELPS are provided on CG44-CG56.

Updated Text: Summary tables identifying the location of specific TEKS and ELPS are provided on CG48-CG60.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG46

Location: Page CG46 paragraphs under Locating the TEKS in the Teacher's Edition heading

Original Text: The Science Concept TEKS and Scientific and Engineering Practices TEKS are identified in the chapter introduction. For more information, see CG8. Tabs on the first page of an activity identify the TEKS covered within that activity. Red tabs indicate the Science Concept TEKS while blue tabs indicate Scientific and Engineering Practices TEKS. For more information, see CG11. Coding within the margin of a Teacher's Edition identify the TEKS breakout covered within the activity (as shown, right). Red tabs identify the Science Concept TEKS and blue tabs identify the Scientific and Engineering Practices TEKS. Along with the specific breakout code, the tab will also identify if the breakout specifically addresses a narrative (N) or an activity (A) component. Summary tables (CG44-CG51) list all of the TEKS covered throughout Biology for Texas

Updated Text: The Science Concept TEKS and Scientific and Engineering Practices TEKS are identified in the chapter introduction. For more information, see CG12. Tabs on the first page of an activity identify the TEKS covered within that activity. Red tabs indicate the Science Concept TEKS while blue tabs indicate Scientific and Engineering Practices TEKS. For more information, see CG15. Coding within the margin of a Teacher's Edition identify the TEKS breakout covered within the activity (as shown, right). Red tabs identify the Science Concept TEKS and blue tabs identify the Scientific and Engineering Practices TEKS. Along with the specific breakout code, the tab will also identify if the breakout specifically addresses a narrative (N) or an activity (A) component. Summary tables (CG48-CG55) list all of the TEKS covered throughout Biology for Texas.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG47

Location: Page CG47 second paragraph, last sentence

Original Text: A complete summary of the specific ELPS covered in this worktext can be found on CG52-CG56

Updated Text: A complete summary of the specific ELPS covered in this worktext can be found on CG56-CG60

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG47

Location: CG47

Original Text: Content has moved pages

Updated Text: Content previously on CG47 is now on CG51

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG48

Location: CG48

Original Text: Content has moved pages

Updated Text: Content previously on CG48 is now on CG52

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG49

Location: CG49

Original Text: Content has moved pages

Updated Text: Content previously on CG49 is now on CG53

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG5

Location: Resource Hub text

Original Text: was on CG4

Updated Text: now on CG5 and expanded second bullet point

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG5

Location: resource hub information

Original Text: Resource Hub information has been moved from CG4 to CG5

Updated Text: Exisiting content about Resource Hub has been moved from CG4 to CG5 and additional second bullet point added

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG50

Location: CG50

Original Text: Content has moved pages

Updated Text: Content previously on CG50 is now on CG54

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG51

Location: CG51

Original Text: Content has moved pages

Updated Text: Content previously on CG51 is now on CG55

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG52

Location: CG52

Original Text: Content has moved pages

Updated Text: Content previously on CG52 is now on CG56

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG52

Location: TEKS tables altered in response to SRP review

Original Text: n/a

Updated Text: page numbers and activities in B1F edited in response to SRP review

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG53

Location: CG53

Original Text: Content has moved pages

Updated Text: Content previously on CG53 is now on CG57

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG54

Location: TEKS tables altered in response to SRP review

Original Text: n/a

Updated Text: page numbers and activities in B3A edited in response to SRP review

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG54

Location: CG54

Original Text: Content has moved pages

Updated Text: Content previously on CG54 is now on CG58

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG55

Location: TEKS tables altered in response to SRP review

Original Text: n/a

Updated Text: page numbers and activities in B4A and B4B edited in response to SRP review

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG55

Location: CG55

Original Text: Content has moved pages

Updated Text: Content previously on CG55 is now on CG59

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG56

Location: CG56

Original Text: Content has moved pages

Updated Text: Content previously on CG56 is now on CG60

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG8

Location: diagram label for learning outcomes

Original Text: Learning Outcomes: Concise statements summarize key learning points for students.¬†

Updated Text: Learning Outcomes: Measurable statements for students' learning in the activities / lessons.

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG8

Location: diagram label for "Checkboxes for planning"

Original Text: They can tick them off once an activity is completed ¬†

Updated Text: They can tick them off once a learing outcome is reached

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG9

Location: CG9

Original Text: Content has moved pages

Updated Text: Content previously on CG9 is now on CG13

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): CG9

Location: Content previously on CG5 is now on CG9

Original Text: N/A

Updated Text: Content previously on CG5 is now on CG9

Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): IG106-IG117

Location: whole of pages 106-117

Original Text: n/a

Updated Text:

Feedback and Publisher Responses

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 237

URL:

View Content

Feedback Text: Update image of potato to be a side by side of the potato and the team that conducted the research if there is an open source image. If not, possibly mention the researchers names.

Publisher Response: There is no print quality image available. Instead, we will add the researcher's names to the text, as suggested.

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 239

URL:

View Content

Feedback Text: TEKS matching could be improved by adding a bullet point that asks students to think about current problems that have been solved. Such as "Include a major development in solving a genetic disease / problem in your chosen career path."

Publisher Response: Thank you for this suggestion. Another bullet point has been added as suggested.

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 282

URL:

View Content

Feedback Text: TEKS matching could be improved by adding a bullet point asking students to describe a solution to a genetic problem/disease that current genetic research/knowledge has solved.

Publisher Response: Thank you for this suggestion. Another bullet point has been added as suggested.

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 31

URL:

View Content

Feedback Text: Another explanation of cellular complexity is the autogenous model that might allow an opportunity to compare and contrast.

Publisher Response: We have opted to use a different theory to allow comparison. Rather than using the autogenous theory, we have decided to use the 'inside out' theory.New text will be included as a new bullet point as follows:An alternative theory for the evolution of eukaryotic cells is called the “inside-out theory” in which protrusions from the eukaryotic ancestor cell wrapped around bacteria and fused creating the membrane structures in the eukaryotic cell.

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 315

URL:

View Content

Feedback Text: It's difficult to understand what the question is asking. A better question would be to ask how is this model of natural selection limited compared to natural selection OR what are the limitations of using m&ms to model natural selection?

Publisher Response: Question will be edited as suggested.

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 342

URL:

View Content

Feedback Text: Q 1 from this page could be adjusted to say 'critique this statement:' to provide improved TEKS alignment.

Publisher Response: This question will be reworded as suggested.

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 348

URL:

View Content

Feedback Text: Did the humans over hunt the mammoths? How does this related to the trampling of the ground? We were struggling to connect this to the TEKS referenced.

Publisher Response: Text will be edited as follows to make it clearer. New text as follows:Woolly mammoths belonged to the same family as modern Asian and African elephants. They lived on Earth from about 300,000 years ago to around 10,000 years ago. Alongside other large, grazing herbivores, they occupied an ecosystem of treeless grasslands. In winter, they scraped off snow with their tusks, grazing, and trampling the grassland. This maintained the landscape, keeping the ground compacted and frozen and preventing shrubs and trees from establishing. Evidence suggests human hunting activity, in conjunction with climatic warming may have contributed to the extinction of the large grazers, including mammoths, in these grasslands. Without the trampling effect of the grazers, the ground grew softer and other plants were able to establish themselves. What was formerly grassland changed such that small shrubs and trees grew. The ground began to thaw, melting the permafrost cover, and changing the ecosystem.

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 367

URL:

View Content

Feedback Text: We would like you to use the words "Invasive Species", Instead of "Alien Pest"

Publisher Response: We will edit all applicable text as requested

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 372

URL:

View Content

Feedback Text: Question 4 below the investigation could be modified to improve TEKS matching for this investigation by restating "...in any suitable format [and setting]."

Publisher Response: Thank you. This will be reworded as suggested

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 47

URL:

View Content

Feedback Text: Explain why a virus in the lysogenic cycle would make an organism appear to not be infected.

Publisher Response: wording on the lysogenic cycle will be edited for clarity as follows: In the lysogenic cycle, the viral genetic material is incorporated into the host's. It is then replicated when the cell is replicated - no virus particles are made. Disease is often in a 'dormant' state, with no symptoms seen. Because the lysogenic cycle allows a phage to reproduce without killing its host, the host could appear not to be infected.

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 8

URL:

View Content

Feedback Text: To improve TEKS matching change question 4 to read "Explain the role that the nucleic acid biomolecule plays in cell [structure and] function. "

Publisher Response: Question 4 will be reworded as requested

Program: Biology for Texas: ELPS

Editorial Changes

Component: *Biology for Texas*
ISBN: 9781991014054

Type: Editorial Change

Current Page Number(s): 420

Location: 420

Original Text: Blue tab center at bottom of page removed

Updated Text: No new content - one erroneous tab has been removed, depicting a code for a science process not covered on the page

Component: *Biology for Texas*
ISBN: 9781991014177

Type: Editorial Change

Current Page Number(s): 420

Location: bottom of page - blue tabs page 420

Original Text: middle blue tab will be removed

Updated Text: no new text. One erroneous blue tab to be removed

Feedback and Publisher Responses

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 206

Location: pg 199 - ELPS 2.C.i at the bottom of the page

URL:

View Content

Feedback Text: The ELPS level description is listed incorrectly for 2.C.i. Should read:"Learn new language structures heard during classroom instruction and interactions"

Publisher Response: Thank you. This will be corrected

Component: *Biology for texas*
ISBN: 9781991014054

Page Number(s): 261

Location: pg 245 ELPS 3.F.i

URL:

View Content

Feedback Text: The ELPS breakout description on page 245 includes both verbs "ask and give" but should only include "ask".

Publisher Response: This will be corrected

Publisher: Cengage Learning Inc.

Astronomy

Program: Foundations of Astronomy, HS Edition: TEKS

Feedback and Publisher Responses

Component: *Foundations of Astronomy, HS Student Edition*
ISBN: 9798214066691

Page Number(s): 30

URL:

View Content

Feedback Text: This is on page 31

Publisher Response: This is on page 31.

Component: *Foundations of Astronomy, HS Student Edition*
ISBN: 9798214066691

Page Number(s): 548B

URL:

View Content

Feedback Text: It should say page 548B

Publisher Response: This is covered on page 548B.

Publisher: Cengage Learning Inc.

Biology

Program: National Geographic Biology, Texas Edition: TEKS

Editorial Changes

Component: *Biology | Texas Teacher Edition*
ISBN: 9780357859063

Type: Editorial Change

Current Page Number(s): 179

Location: student inset page

Original Text: n/a

Updated Text: Replaced SE inset page; no TE wrap content changes

Component: *Biology | Texas Student Edition*
ISBN: 9780357541838

Type: Editorial Change

Current Page Number(s): 179

Location: equation above Figure 6-20

Original Text: $C_6H_{12}O_6 + O_2 \rightarrow CO_2 + H_2O + ATP$

Updated Text: $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O + ATP$

Component: *Biology | Texas Student Edition*
ISBN: 9780357541838

Type: Editorial Change

Current Page Number(s): 182

Location: equation above Figure 6-24

Original Text: $CO_2 + H_2O \rightarrow C_6H_{12}O_6 + O_2$

Updated Text: $6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$

Component: *Biology | Texas Teacher Edition*
ISBN: 9780357859063

Type: Editorial Change

Current Page Number(s): 182

Location: Connect to Mathematics section of lefthand column

Original Text: Balancing Equations Have students review the chemical equation shown above Figure 6-24. Write the equation on the board.$CO_2 + H_2O \rightarrow C_6H_{12}O_6 + O_2 + H_2O$Explain to students that this equation shows the overall process of photosynthesis, but it isn't balanced. Balanced chemical equations have the same number of molecules of each element on either side of the reaction. Ask students to identify how the equation should be written so that it is balanced. Guide them to understand that because 6 carbon molecules exist in the producton the right that there should

be 6 carbon dioxide molecules in the reactants. Help students reason quantitatively and arrive at the balanced equation,6CO2 + 6H2O → C6H12O6 + 6O2.

Updated Text: Balancing Equations Write the following equation on the board:CO2 + H2O → C6H12O6 + O2Explain to students that this equation shows the overall process of photosynthesis, but it isn't balanced. Balanced chemical equations have the same number of molecules of each element on either side of the reaction. Guide them to understand that because 6 carbon molecules exist in the producton the right that there should be 6 carbon dioxide molecules in the reactants. Help students reason quantitatively and arrive at the balanced equation,6CO2 + 6H2O → C6H12O6 + 6O2.Replaced SE inset page

Feedback and Publisher Responses

Component: ***National Geographic Biology, Texas Edition, Student Edition***
ISBN: 9780357541838

Page Number(s): 177

URL:

View Content

Feedback Text: Please create 6-18c to show the balanced chemical equation. This will allow the teacher to take it to the next level and help the students see it in more than one way. Testing does not always have one graphic.

Publisher Response: Thank you for your feedback. This change would be difficult to make on page 177. However, we will revise the chemical equations shown above the figures on pages 179 (respiration) and 182 (photosynthesis) so that they are balanced.

Publisher: Cengage Learning Inc.

Earth Systems Science

Program: Earth Systems, Texas Edition: TEKS

Editorial Changes

Component: ***Earth Systems, Texas Edition | TE Print***
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 101

Location: top of righthand column

Original Text: n/a

Updated Text: TEKS 2.A

Component: ***Earth Systems, Texas Edition | TE Print***
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 117

Location: top of righthand column

Original Text: n/a

Updated Text: TEKS 1.F, 1.G

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 12

Location: bottom of lefthand column

Original Text: checkpoint Causation is when one variable has a direct effect on another. Correlation is when there is a consistent change in two variables, which may or may not be causedby one variable acting on the other.

Updated Text: [text deleted]

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 121

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 13

Location: bottom of righthand column

Original Text: checkpoint Possible answer: Asking questions helps a scientist focus on the specific part of the phenomenon that is not understood and may suggest ways to investigate these specific parts to try and understand them better.

Updated Text: [text moved to top of column on p. 14]

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 14

Location: top of lefthand column

Original Text: n/a

Updated Text: checkpoint Possible answer: Asking questions helps a scientist focus on the specific part of the phenomenon that is not understood and may suggest ways to investigate these specific parts to try and understand them better.

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 14

Location: bottom of lefthand column

Original Text: Scientific Theories and Laws ADDRESS MISCONCEPTIONS Some students may have misconceptions that inhibit their comprehension of the difference between a theory and a hypothesis. For example, some students may think that a theory is merely a guess, or at best an educated guess based on

Updated Text: [text moved to top of column on p. 15]

Component: ***Earth Systems, Texas Edition | TE Print***
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 141

Location: bottom of righthand column

Original Text: Assessments CHAPTER 5 PRE-TEST What is the fossil record? (The fossilized remains of past life forms preserved in sedimentary rock.) SECTION 5.2 ASSESSMENT How do depositional environments make fossilization more likely to occur?(Depositional environments are areas where sediment is deposited. They allow for quick burial in a low oxygen environment, which minimizes decay and destruction of the remains by scavengers or weathering.) CHAPTER 5 CHAPTER TEST 21. How do sedimentation, fossilization, and speciation affect the degree of completeness of the fossil record? (Environments where sedimentation occurs provide the rapid burial and low oxygen conditions that must exist for fossilization to occur. The level of fossilization differs between species. The existence of hard body parts and living in or near a suitable depositional environment favors fossilization. The change in some species is well represented in the fossil record while the evidence of others is incomplete or nonexistent.) CHAPTER 5 POST TEST A paleontologist is interested in the evolution of an ancient butterfly. What are the chances the paleontologist will be able

Updated Text: [dext deleted]

Component: ***Earth Systems, Texas Edition | SE Print***
ISBN: 9798214068589

Type: Editorial Change

Current Page Number(s): 142

Location: middle righthand column

Original Text: Use Mathematics

Updated Text: Critical Thinking

Component: ***Earth Systems, Texas Edition | TE Print***
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 142

Location: top of lefthand column

Original Text: to construct a complete fossil record of the changes such an organism has gone though over time? Why? (It is unlikely that a paleontologist would be able to constructa complete fossil record of the evolution of a butterfly. Most butterflies do not live in depositional environment where they would be buried quickly. In addition, their bodies are soft and more likely to decay before fossilization could take place. Even if a few butterflies were fossilized, it is unlikely that every speciation event would be preserved in the fossil record. At best, the paleontologist could expect to find an incomplete fossil record with many gaps if, indeed, a fossil record exists at all.)

Updated Text: checkpoint Fossilization requires very specific conditions and generally only occurs in depositional environments, which excludes many organisms. Also, most organisms are soft-bodied, and soft-bodied organisms are rarely fossilized.

Component: *Earth Systems, Texas Edition | SE Print*
ISBN: 9798214068589

Type: Editorial Change

Current Page Number(s): 142

Location: bottom of lefthand column

Original Text: n/a

Updated Text: checkpoint What leads paleontologists to conclude that only a small percentage of the species that have ever lived have been fossilized?

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 15

Location: top of righthand column

Original Text: n/a

Updated Text: Scientific Theories and Laws ADDRESS MISCONCEPTIONS Some students may have misconceptions that inhibit their comprehension of the difference between a theory and a hypothesis. For example, some students may think that a theory is merely a guess, or at best an educated guess based on

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 186

Location: bottom of lefthand column

Original Text: checkpoint Two examples are to replace fluorescent bulbs and to reduce the amount of plastics discarded as waste.

Updated Text: [text moved to top of p. 187]

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 187

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 187

Location: top of righthand column

Original Text: n/a

Updated Text: checkpoint Two examples are to replace fluorescent bulbs and to reduce the amount of plastics discarded as waste.

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 187

Location: bottom of righthand column

Original Text: checkpoint Many countries with growingeconomies show an increase in energydemand. For example, countries in Asiaare expected to have an increased need forenergy resources.

Updated Text: [text moved to top of p. 188]

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 188

Location: top of lefthand column

Original Text: n/a

Updated Text: checkpoint Many countries with growing economies show an increase in energy demand. For example, countries in Asia are expected to have an increased need for energy resources.

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 188

Location: bottom of lefthand column

Original Text: Careers for the 21st Century WORKING WITH NATURAL RESOURCES There are many career options that involve the exploration, extraction, production, use, disposal, regulation, and protection of natural resources. Encourage students to further explore careers in Texas that involve Earth’s resources on their own. Ask:

Updated Text: checkpoint Nonrenewable energy resources release greenhouse gases and other pollutants that are harmful to the environment and can cause global climate change.

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 189

Location: top of righthand column

Original Text: • Why would an exploration geologist need to know how fossil fuels form? (Fossil fuels form under specialized conditions and only in locations that provided those conditions. By using their knowledge of fossil fuel formation, an exploration geologist could narrow down where to look for undiscovered deposits. Only looking in areas where it was possible for fossil fuels to form would prevent wasted time, money, and potential environmental harm.) • How could an environmental engineer help conserve mineral resources? (An environmental engineer might be able to develop a way to recover and recycle mineral resources from existing products. By using recovered minerals, fewer mineral resources would need tobe extracted.) • What is the role of a regulatory inspectorin the energy industry? (A regulatory inspector makes sure mines, drilling operations, solar power stations, windfarms, and other energy producers follow all federal, state, and local laws, rules, and regulations to protect environmental and human health.)

Updated Text: Careers for the 21st Century WORKING WITH NATURAL RESOURCES There are many career options that involve the exploration, extraction, production, use, disposal, regulation, and protection of natural resources. Encourage students to further explore careers in Texas that involve Earth's resources on their own. Ask: Why would an exploration geologist need to know how fossil fuels form? (By using their knowledge of fossil fuel formation, an exploration geologist could narrow down where to look for undiscovered deposits. Only looking in areas where it was possible for fossil fuels to form would prevent wasted time, money, and potential environmental harm.) • How could an environmental engineer help conserve mineral resources? (They might be able to develop a way to recover and recycle mineral resources from existing products. By using recovered minerals, fewer mineral resources would need to be extracted.) • What is the role of a regulatory inspector in the energy industry? (They make sure mines, drilling operations, and energy producers follow all federal, state, and local laws, rules, and regulations to protect environmental and human health.)

Component: ***Earth Systems, Texas Edition | TE Print***
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 190

Location: top of lefthand column

Original Text: ON ASSIGNMENT The On Assignment photograph was published in April 2020 in an Earth Day 50th Anniversary Special National Geographic Issue. The article titled "The road to 2070" by Craig Welch, photographs by David Guttenfelder. Texas has a large capacity for windpower. The wind farm pictured was constructed in the Permian Basin where most of the state's oil and gas deposits reside. Despite the access to oil and gas deposits in the area, this structure will provide renewable electricity for much longer than the nonrenewable resources will be available. The winds will still blow when the oil is long gone! Use Figure 6-23 to think about the materials that are needed to create wind turbines. Use these ideas to discuss the benefits and drawbacks of wind power.

Updated Text: ON ASSIGNMENT The On Assignment photograph by David Guttenfelder was published in April 2020 in an Earth Day 50th anniversary special issue of National Geographic. The article is titled "The road to 2070" by Craig Welch. The wind farm pictured was constructed in the Permian Basin where most of the state's oil and gas deposits reside. Use Figure 6-23 to think about the materials that are needed to build wind turbines. Use these ideas to discuss the benefits and drawbacks of wind power.

Component: ***Earth Systems, Texas Edition | TE Print***
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 192

Location: top of lefthand column

Original Text: 6.4 ASSESSMENT 1. Conserving energy by using more efficient products such as LED lighting and hybrid or more fuel-efficient vehicles can decrease the use of nonrenewable energy resources. 2. They could switch to more fuel-efficient cars, including hybrids, which use lessgasoline than standard combustion engine vehicles. 3. Use of natural gas, wind energy, and solar energy is expected to increase while use of coal and hydroelectricity is expected to decrease. 4.

Many jobs will be lost if nonrenewable energy sources become a thing of the past. There is a possibility that renewable energy could create new jobs but there is uncertainty as to whether enough new jobs will replace the old jobs because many of the resources do not need to be mined or transported in the ways that nonrenewable sources do.

Updated Text: [text deleted]

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 193

Location: top of righthand column

Original Text: n/a

Updated Text: checkpoint They might study aerial photographs and geologic maps, collect rock samples, and use GIS apps to manage and display field data. They might dig wells, and operate and maintain drilling machinery. They might work at refineries and power plants. They might design processes or technologies to reduce environmental impacts. They might inspect plants to assure compliance with regulations. They might work to restore damaged habitats. 6.4 ASSESSMENT 1. Conserving energy by using more efficient products such as LED lighting and hybrid or more fuel-efficient vehicles can decrease the use of nonrenewable energy resources. 2. They could switch to more fuel-efficient cars, including hybrids, which use lessgasoline than standard combustion engine vehicles. 3. Use of natural gas, wind energy, and solar energy is expected to increase while use of coal and hydroelectricity is expected to decrease. 4. Many jobs will be lost if nonrenewable energy sources become a thing of the past. There is a possibility that renewable energy could create new jobs but there is uncertainty as to whether enough new jobs will replace the old jobs because many of the resources do not need to be mined or transported in the ways that nonrenewable sources do.

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 205

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 523

Location: bottom of righthand column

Original Text: checkpoint Water that sinks in the North Atlantic moves south as part of the North Atlantic Deep Water, where it may then continue around the Antarctic Ocean and connect to other ocean basins before eventually returning to the surface.

Updated Text: [text moved to top of column on p. 524]

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 524

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 524

Location: top of lefthand column

Original Text: n/a

Updated Text: checkpoint Water that sinks in the North Atlantic moves south as part of the North Atlantic Deep Water, where it may then continue around the Antarctic Ocean and connect to other ocean basins before eventually returning to the surface.

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 615

Location: orange box header

Original Text: ENGLISH LANGUAGE LEARNERS

Updated Text: ENGLISH LANGUAGE LEARNERS | Research

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 627

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 63

Location: orange box header

Original Text: ENGLISH LANGUAGE LEARNERS

Updated Text: ENGLISH LANGUAGE LEARNERS | Research

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 662

Location: 1st line in purple box

Original Text: Connect the activity to the SEP of planning and conducting investigations.

Updated Text: Connect the activity to the scientific and engineering practice of planning and conducting investigations.

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 707

Location: bottom of page

Original Text: LAND AND SEA Have the expert group for this topic read and discuss the sections on ecosystem impacts, sea-level rise and warming, and ocean acidification, using the following focus questions as a guide. Ask: • What are the major ecosystem effects likely to be brought on by climate change? (Changes in soil moisture will lead to wildfires that will transform forests into savannas. Disease organisms and parasites will become more common. Species unable to adapt to warmer temperatures may go extinct, but other species may increase in numbers.) • What two factors cause a rise in sea levels with increases in average global temperatures? (When water warms, it expands, and this will increase sea levels. Warmer temperatures also lead to melting of polar ice sheets, which will add more water to the oceans.) • What is the cause of ocean acidification? (As carbon dioxide concentrations increase in the atmosphere, more dissolves in the ocean. The dissolved carbon dioxide produces carbonic acid, which makes the water acidic.)

Updated Text: [content moved to right column on page]

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 715

Location: orange box header

Original Text: ENGLISH LANGUAGE LEARNERS

Updated Text: ENGLISH LANGUAGE LEARNERS | Claims

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 753

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 817

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 849

Location: column 1

Original Text: n/a

Updated Text: added term to glossary: accretion the accumulation of particles into a large mass due to the pull of gravity

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 859

Location: column 2

Original Text: n/a

Updated Text: added term to glossary: protoplanet a large object in orbit around a star that will probably form a planet

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 865

Location: column 1

Original Text: n/a

Updated Text: added term to Spanish glossary: acreción acumulación de partículas que forman una gran masa a causa de la atracción de la gravedad

Component: *Earth Systems, Texas Edition | TE Print*
ISBN: 9798214068725

Type: Editorial Change

Current Page Number(s): 878

Location: column 2

Original Text: n/a

Updated Text: added term to Spanish glossary: protoplaneta objeto de gran tamaño que está en órbita alrededor de una estrella y que probablemente formará un planeta

Feedback and Publisher Responses

Component: *Earth Systems, Texas Edition Student Edition*
ISBN: 9798214068589

Page Number(s): 121

URL:

View Content

Feedback Text: #6 Refers to figures 4.9A and 4.9B. The figures are actually 4.19A and 4.19B. This is a typo.

Publisher Response: Thank you for the feedback. The typos have been corrected.

Component: *Earth Systems, Texas Edition Student Edition*
ISBN: 9798214068589

Page Number(s): 187

URL:

View Content

Feedback Text: I appreciate the note that consumerism is a factor in pollution HOWEVER it is wrong to place blame on individuals when the politics and industries that influence our society are the one's in control of the bigger picture. I know that as publishers you are not likely to say that if coca-cola and nestle stopped producing plastic bottles or if the government actually made laws against emitting more GHGs, we would be much better off environmentally. BUT that is the real answer to reduce pollution and I hope you can add that to social solutions.....

Publisher Response: Thank you for your feedback. The text has been edited to reflect corporations' role in the creation of plastic waste.

Component: *Earth Systems, Texas Edition Student Edition*
ISBN: 9798214068589

Page Number(s): 205

URL:

View Content

Feedback Text: Adding a student note that the hypothesis is looking at a protoplanet, could help students make a stronger connection to what they learned prior in middle school about planet formation hypothesis.

Publisher Response: Thank you for your feedback. The term "protoplanets" has been added to the page.

Component: *Earth Systems, Texas Edition Student Edition*
ISBN: 9798214068589

Page Number(s): 753

URL:

View Content

Feedback Text: "condensed into separate masses to produce the planets" correlates with protoplanets.

Publisher Response: Thank you for your feedback. Additional protoplanet content has been added to the page.

Component: *Earth Systems, Texas Edition Student Edition*
ISBN: 9798214068589

Page Number(s): 755

URL:

View Content

Feedback Text: Suggested feedback. Include in the answer key that the students could discuss the protoplanets that are part of this process.

Publisher Response: Thank you for your feedback. "Protoplanet" has been added to the answer.

Component: ***Earth Systems, Texas Edition Student Edition***
ISBN: 9798214068589

Page Number(s): 817

URL:

View Content

Feedback Text: Minor edit from "Do all the data support" to "Does all the data support".

Publisher Response: Thank you for the feedback. The sentence has been changed.

Publisher: Cengage Learning Inc.

Environmental Systems

Program: Environmental Science: Sustaining Your World, Texas Edition: TEKS

Editorial Changes

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 119

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 186

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 187

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Lab Manual Teacher Edition*
ISBN: 9798214076560

Type: Editorial Change

Current Page Number(s): 3

Location: first paragraph

Original Text: This information on laboratory safety is included as a resource for the teacher. It can form the basis for safe laboratory practices but is not a set of specific rules and regulations. National Geographic Learning makes no claims as to the completeness of this material. Not all of the precautions for the use, storage, and disposal of chemicals or biologicals are included in this brief guide.

Updated Text: This information on laboratory safety is included as a resource for the teacher. It can form the basis for safe laboratory practices but is not a set of specific rules and regulations. National Geographic Learning makes no claims as to the completeness of this material. Not all of the precautions for the use, storage, and disposal of chemicals or biologicals are included in this brief guide. Use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency approved safety standards.

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 397

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Lab Manual Teacher Edition*
ISBN: 9798214076560

Type: Editorial Change

Current Page Number(s): 4

Location: added to column 2

Original Text: n/a

Updated Text: Field Investigation Safety 1. Be aware of any students with allergies. 2. Ensure students wear protective clothing and safety equipment as instructed. 3. Assign groups of two or more to work together. 4. Remind students to not touch or eat any plant materials or approach any wildlife. 5. Look ahead to the possibility of severe weather when the fieldwork is planned. 6. Prepare resources so students can wash hands thoroughly with soap and water after completing the field investigation.

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 407

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 42

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Lab Manual Teacher Edition*
ISBN: 9798214076560

Type: Editorial Change

Current Page Number(s): 5

Location: heading at top of page

Original Text: Student Laboratory Safety Handbook

Updated Text: Student Laboratory and Field Safety Handbook

Component: *Environmental Science | Texas Lab Manual Teacher Edition*
ISBN: 9798214076560

Type: Editorial Change

Current Page Number(s): 5

Location: added to end of column 2

Original Text: n/a

Updated Text: Field Investigation Safety 1. Alert your teacher of any allergies. 2. Wear protective clothing and safety equipment as instructed by your teacher. 3. Maintain an awareness of your surrounding environment. 4. Do not wander from the group or your partner. 5. Do not touch or eat any plant materials. 6. Do not approach any wildlife. 7. Follow your teacher's instructions if any severe weather occurs while in the field. 8. Wash your hands thoroughly with soap and water after completing the field investigation.

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 535

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 58

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 59

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Lab Manual Teacher Edition*
ISBN: 9798214076560

Type: Editorial Change

Current Page Number(s): 6

Location: instruction after heading Safety Symbols

Original Text: Many lab activities involve working with equipment, chemicals, and organisms that can pose a safety risk. Study the symbols and the warnings or guidelines they represent in the lab. They are there to indicate a safety risk to you and your fellow students to keep you safe warnings or guidelines they represent in the lab. They are there to indicate a safety risk to you and your fellow students to keep you safe and informed.

Updated Text: Many lab activities involve working with equipment, chemicals, and organisms that can pose a safety risk. Study the symbols and the warnings or guidelines they represent in the lab. They are there to indicate a safety risk to you and your fellow students to keep you safe and informed.

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 65

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Lab Manual Teacher Edition*
ISBN: 9798214076560

Type: Editorial Change

Current Page Number(s): 7

Location: first paragraph after page heading Safety Contract

Original Text: After you have read and are sure you understand all the rules, fill out this safety contract. Return your signed contract to your teacher. Signing this contract tells your teacher that you are aware of and understand the laboratory rules. You will not be allowed to work in the lab until you have returned your signed contract.

Updated Text: After you have read or been informed by your teacher on all safety equipment and practices for laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards and are sure you understand all the rules, fill out this safety contract. Return your signed contract to your teacher. Signing this contract tells your teacher that you are aware of and understand the laboratory rules. You will not be allowed to work in the lab until you have returned your signed contract.

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 71

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 73

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 84

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 85

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 87

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 88

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 89

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 90

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 91

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 97

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): 98

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): TX22

Location: row E (i) column 3

Original Text: 1 PTT #15; CI 9; CI 18

Updated Text: 1 PTT #15; CI 8; CI 18

Component: ***Environmental Science | Texas Student Edition***
ISBN: 9798214069432

Type: Editorial Change

Current Page Number(s): TX22

Location: row E (i) column 3

Original Text: 1 PTT #15; CI 9; CI 18

Updated Text: 1 PTT #15; CI 8; CI 18

Component: ***Environmental Science | Texas Student Edition***
ISBN: 9798214069432

Type: Editorial Change

Current Page Number(s): TX3

Location: row C (i) column 3

Original Text: CI 12; CI 13; CI 14

Updated Text: CI 1; CI 2; CI 3; CI 5; CI 6; CI 9; CI 10; CI 12; CI 13; CI 16; CI 17

Component: ***Environmental Science | Texas Student Edition***
ISBN: 9798214069432

Type: Editorial Change

Current Page Number(s): TX3

Location: row C (ii) column 3

Original Text: CI 9; CI 10; CI 11; CI 16

Updated Text: CI 7; CI 8; CI 13

Component: ***Environmental Science | Texas Student Edition***
ISBN: 9798214069432

Type: Editorial Change

Current Page Number(s): TX3

Location: row C (iii) column 3

Original Text: CI 4; CI 5; CI 6; CI 7; CI 8; CI 12; CI 13; CI 17

Updated Text: CI 11; CI 14

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): TX3

Location: row C (i) column 3

Original Text: CI 12; CI 13; CI 14

Updated Text: CI 1; CI 2; CI 3; CI 5; CI 6; CI 9; CI 10; CI 12; CI 13; CI 16; CI 17

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): TX3

Location: row C (ii) column 3

Original Text: CI 9; CI 10; CI 11; CI 16

Updated Text: CI 7; CI 8; CI 13

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): TX3

Location: row C (iii) column 3

Original Text: CI 4; CI 5; CI 6; CI 7; CI 8; CI 12; CI 13; CI 17

Updated Text: CI 11; CI 14

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): TX4

Location: row C (iv) column 3

Original Text: CI 14

Updated Text: CI 1; CI 2; CI 3; CI 5; CI 6; CI 9; CI 10; CI 12; CI 13; CI 16; CI 17

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): TX4

Location: row C (v) column 3

Original Text: CI 4; CI 5; CI 6; CI 7; CI 8; CI 12; CI 13; CI 17

Updated Text: CI 7; CI 8; CI 13

Component: ***Environmental Science | Texas Teacher Edition***
ISBN: 9798214069449

Type: Editorial Change

Current Page Number(s): TX4

Location: row C (vi) column 3

Original Text: CI 14

Updated Text: CI 11; CI 14

Component: ***Environmental Science | Texas Student Edition***
ISBN: 9798214069432

Type: Editorial Change

Current Page Number(s): TX4

Location: row C (iv) column 3

Original Text: CI 14

Updated Text: CI 1; CI 2; CI 3; CI 5; CI 6; CI 9; CI 10; CI 12; CI 13; CI 16; CI 17

Component: ***Environmental Science | Texas Student Edition***
ISBN: 9798214069432

Type: Editorial Change

Current Page Number(s): TX4

Location: row C (v) column 3

Original Text: CI 4; CI 5; CI 6; CI 7; CI 8; CI 12; CI 13; CI 17

Updated Text: CI 7; CI 8; CI 13

Component: *Environmental Science | Texas Student Edition*
ISBN: 9798214069432

Type: Editorial Change

Current Page Number(s): TX4

Location: row C (vi) column 3

Original Text: CI 14

Updated Text: CI 11; CI 14

Feedback and Publisher Responses

Component: *Environmental Science: Sustaining Your World, Texas Edition, Student Edition*
ISBN: 9798214069432

Page Number(s): 119

URL:

View Content

Feedback Text: Refer to my notes

Publisher Response: Thank you for the feedback. We have updated the text regarding "believe" vs. "think."

Component: *Environmental Science: Sustaining Your World, Texas Edition, Student Edition*
ISBN: 9798214069432

Page Number(s): 119

URL:

View Content

Feedback Text: Best Practice use the word think instead of believe!

Publisher Response: Thank you for the feedback. We agree and have updated the text.

Component: *Environmental Science: Sustaining Your World, Texas Edition, Student Edition*
ISBN: 9798214069432

Page Number(s): 247

URL:

View Content

Feedback Text: Add the word sink in the textbook text

Publisher Response: Thank you for the feedback. We have updated the text.

Component: *Environmental Science: Sustaining Your World, Texas Edition, Student Edition*
ISBN: 9798214069432

Page Number(s): 275

URL:

View Content

Feedback Text: Teacher's Edition, p. 275, Chapter Activities section - What "package directions" will help me make artificial seawater? Where will the Teacher get this "package"?

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 397

URL:

View Content

Feedback Text: The issue with this citation (for this entire TEK actually) is an energy sink is not defined for the students. Examples are described but theTEK term of "energy sink" should be defined.

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 397

URL:

View Content

Feedback Text: The issue with this citation (for this entire TEK actually) is an energy sink is not defined for the students. Examples are described but theTEK term of "energy sink" should be defined.

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 407

URL:

View Content

Feedback Text: Yes coal is an energy sink, however the term is not mentioned. Please add a definition for energy sink somewhere especially to help new teachers.

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 42

URL:

View Content

Feedback Text: #20 A is acceptable to matching this particular TEK of 12E.i. However, parts b and c seem unrelated to this TEK because it doesnt talk about environmental health vs. healthy economy.

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 50

URL:

View Content

Feedback Text: Consider including a picture of the entire building alongside the up-close picture --- the smaller picture needs some perspective; 'The Big Picture".

Publisher Response: Thank you for the feedback. We have updated the photo as requested.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 65

URL:

View Content

Feedback Text: This Lab needs a picture/clipart for success construction of the models.

Publisher Response: Thank you for the feedback. We have included an illustration of a completed model.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 87

URL:

View Content

Feedback Text: The model is there but add "sink" to citation explanation

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 87

URL:

View Content

Feedback Text: The word sink needs to be added to the citation explanation for carbon sinks

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 88

URL:

View Content

Feedback Text: The explanation of the amount of carbon that exists on earth is present, but does discuss carbon sinks.

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 89

URL:

View Content

Feedback Text: The citation should include the word "nitrogen cycle"

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 90

URL:

View Content

Feedback Text: Please add "nitrogen sink" to the text area for students to be able to answer the question properly understanding the TEK fully.

Publisher Response: Thank you for the feedback. We have added "nitrogen sink."

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 90

URL:

View Content

Feedback Text: The word sink needs to be added to this section.

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 91

URL:

View Content

Feedback Text: The word silicate "sink" needs to be included in the citation explanation.

Publisher Response: Thank you for the feedback. We have updated the text.

Component: ***Environmental Science: Sustaining Your World, Texas Edition, Student Edition***
ISBN: 9798214069432

Page Number(s): 91

URL:

View Content

Feedback Text: Add the word "sink" to the citation explanation to fully support the TEK

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Publisher Response: Thank you for the feedback. We have updated the text.

Publisher: Cengage Learning Inc.

Forensic Science

Program: Forensic Science: Fundamentals and Investigations: TEKS

Feedback and Publisher Responses

Component: ***Forensic Science: Fundamentals and Investigations Student Edition***
ISBN: 9780357926963

Page Number(s): 330

URL:

View Content

Feedback Text: Regarding the term "parent drop" , provide definition in the chapter, in the key terms, or glossary.

Publisher Response: We will file this correction to define "parent drop" in the first instance it is mentioned in the book and ensure it is in the glossary.

Publisher: CEV Multimedia

Technology Applications, Grade 6

Program: iCEV Technology Applications 6th Grade (Individual Course): TEKS

Feedback and Publisher Responses

Component: ***iCEV Technology Applications 6th Grade (Individual Course)***
ISBN: 8888640203001

Page Number(s): Introduction to Digital Citizenship: Social Interactions (0:05-4:51)

URL:

View Content

Feedback Text: To support new teachers and to encourage student collaboration, we suggest adding explicit instructions for the teacher to assign groups for the Poster Assignment (as an example) so students are organically sharing and contributing to design ideas and content to encourage discourse.

Publisher Response: A direction will be added to encourage collaboration.

Component: ***iCEV Technology Applications 6th Grade (Individual Course)***
ISBN: 8888640203001

Page Number(s): Project - Ethics and Laws PSA

URL:

View Content

Feedback Text: Please include in the directions an opportunity for the students to also incorporate all the words listed in the TEKs. The words that could be overlooked by the teacher and not included are permission, Fair Use, Creative Commons and open source

Publisher Response: A direction will be added to incorporate details of the ethics and laws students should research.

Publisher: CEV Multimedia

Technology Applications, Grade 7

Program: iCEV Technology Applications 7th Grade (Individual Course): TEKS

Feedback and Publisher Responses

Component: ***iCEV Technology Applications 7th Grade (Individual Course)***
ISBN: 8888640210001

Page Number(s): Activity-Nested Loop Dance

URL:

View Content

Feedback Text: Another good example of an activity addressing nested loops. Using a variety of lessons meets the needs of all students through differentiation.

Publisher Response: Thank you for the complement.

Component: ***iCEV Technology Applications 7th Grade (Individual Course)***
ISBN: 8888640210001

Page Number(s): Project-Code Your Own Music Video

URL:

View Content

Feedback Text: This activity relates to so many students in middle school today especially since Tik Tok is so popular. Not only does this show how nested loops are used, it is a good example of a real world application; This makes learning fun and innovative in the lives of our students.

Publisher Response: Thank you for the complement.

Component: ***iCEV Technology Applications 7th Grade (Individual Course)***
ISBN: 8888640210001

Page Number(s): Project-Digital Citizenship Webpage

URL:

View Content

Feedback Text: In this activity, it is inferred that feedback will be given. It would be nice to see an actual step in the activity instructions to collect the feedback after the webpage is presented to the class. This could be done through a Google Form, Share and Pair or any other item that allows students to discuss, respond and give feedback.

Publisher Response: A direction will be added to clarify how students will provide feedback.

Component: ***iCEV Technology Applications 7th Grade (Individual Course)***
ISBN: 8888640210001

Page Number(s): Project-Time Management Spreadsheet

URL:

View Content

Feedback Text: This is a very practical real world activity. It is very individualize that all students can relate. It is vital in this fast paced world for students to learn about time management. This is a very appropriate age for student to consider this concept before hitting high school. It meets the needs of the student expectation and meets the student where they are at in the real world. Good job.

Publisher Response: Thank you for the complement.

Publisher: CEV Multimedia

Child Development

Program: iCEV Child Development (Individual Course): TEKS

Editorial Changes

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 26

Original Text: Age of the Pregnant Individual May lead to complications related to a lack of prenatal care early in pregnancy younger pregnant individuals are less likely to seek prenatal care in the first trimester specific complications for younger individuals include: pregnancy related high blood pressure premature birth and low birth weight

Updated Text: Age of the Pregnant Mother May lead to complications related to a lack of prenatal care early in pregnancy younger pregnant mothers are less likely to seek prenatal care in the first trimester specific complications for younger mothers include: pregnancy related high blood pressure premature birth and low birth weight

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding II Answer Key and Student Version - question 5

Original Text: Question 5 - The role of a doula during labor and delivery is to support the laboring individual in the following ways.

Updated Text: Question 5 - The role of a doula during labor and delivery is to support the laboring mother in the following ways.

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding III Answer Key and Student Version - question 5

Original Text: Question 5 Answer Choice - A. Helps provide a means for pregnant individuals to express needs, desires and expectations to the attending healthcare practitioner

Updated Text: Question 5 Answer Choice - A. Helps provide a means for pregnant females to express needs, desires and expectations to the attending healthcare practitioner

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Check for Understanding II Anwer Key and Student Version-question 5

Original Text: Which of the following statements is true concerning the impact of the age of the pregnant individual?

Updated Text: Which of the following statements is true concerning the impact of the age of the woman?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding IV Answer Key and Student Version - question 5

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Many individuals find it fascinating to observe the placenta, the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. The placenta is the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 26

Original Text: the age of the pregnant individual and certain environmental factors may play a role in the occurrence of genetic errors

Updated Text: the age of the pregnant woman and certain environmental factors may play a role in the occurrence of genetic errors

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Final Assessment Answer Key and Student Version-question 2, 5, 12, 15

Original Text: 2: During the second trimester, for many pregnant individuals, nausea decreases due to _____. 5: Pregnant individuals should aim to eat twice as much food during the second trimester. 12: The age of the pregnant individual may play a role in the occurrence of genetic errors. 15: _____ diabetes is a type of diabetes which develops during pregnancy in individuals who did not have diabetes prior to pregnancy.

Updated Text: 2: During the second trimester, for many pregnant women, nausea decreases due to _____. 5: Pregnant women should aim to eat twice as much food during the second trimester. 12: The age of the pregnant woman may play a role in the occurrence of genetic errors. 15: _____ diabetes is a type of diabetes which develops during pregnancy in women who did not have diabetes prior to pregnancy.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Action Plan

Original Text: Class 2 Essential Questions 1. What nutritional needs do pregnant individuals have during the third trimester? 2. What healthcare practices are important for pregnant individuals during the third trimester? Class 3 Essential Questions 1. What are good health practices for pregnant individuals during the third trimester?

Updated Text: Class 2 Essential Questions 1. What nutritional needs do pregnant women have during the third trimester? 2. What healthcare practices are important for pregnant women during the third trimester? Class 3 Essential Questions 1. What are good health practices for pregnant women during the third trimester?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 27

Original Text: Age of the Pregnant Individual

Updated Text: Age of the Pregnant Mother

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding III Answer Key and Student Version - question 5

Original Text: Question 5 Answer Choice - A. Helps provide a means for pregnant individuals to express needs, desires and expectations to the attending healthcare practitioner

Updated Text: Question 5 Answer Choice - A. Helps provide a means for pregnant females to express needs, desires and expectations to the attending healthcare practitioner

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding IV Answer Key and Student Version - question 5

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Many individuals find it fascinating to observe the placenta, the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. The placenta is the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Check for Understanding IV Answer Key and Student Version-question 1 and 4

Original Text: Question 1 Answer Choice-Family and individual health history Question 4-Fill in the blanks using the word bank provided below. Regular prenatal care visits may enable complications to be detected early and lead to quality care for the child and the individual.

Updated Text: Question 1 Answer Choice-Health history Question 4-Fill in the blanks using the word bank provided below. Regular prenatal care visits may enable complications to be detected early and lead to quality care for the child and the mother.

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Final Assessment Answer Key and Student Version Questions 3, 4, 5, 10, 12,

Original Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the individual, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body. Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor and delivery. Question 5 - When a laboring individual has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication. Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring individual needs emergency procedures. Question 12 - When healthy pregnant individuals go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Updated Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the mother, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body. Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor and delivery. Question 5 - When a laboring mother has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication. Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring mother needs emergency procedures. Question 12 - When healthy pregnant women go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 28

Original Text: Enable families and medical teams to determine the best care options for the individual and the developing fetus

Updated Text: Enable families and medical teams to determine the best care options for the mother and the developing fetus

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Key Concepts Answer Key & Student Version: Factors Impacting Pregnancy: Nutritional

Original Text: Essential Question: What changes in diet might a pregnant individual have to make in order to promote a healthy pregnancy? Nutritional Needs - Nutrition affects the health of the pregnant individual as well as the growing fetus Nutritional Needs - pregnant individuals should only add about 300 extra calories each day Carbohydrates & Protein - is essential for the pregnant individual Dairy Products & Specific Nutrients - provide calcium for the pregnant individual and the fetus

Updated Text: Essential Question: What changes in diet might a pregnant woman have to make in order to promote a healthy pregnancy? Nutritional Needs - Nutrition affects the health of the mother as well as the growing fetus Nutritional Needs - pregnant women should only add about 300 extra calories each day Carbohydrates & Protein - is essential for the pregnant woman Dairy Products & Specific Nutrients - provide calcium for the woman and the fetus

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Check for Understanding II Answer Key and Student Version Question 2

Original Text: Due to the size and weight of the fetus at this stage, it is recommended for individuals to eat small meals and snacks more often rather than three large meals per day.

Updated Text: Due to the size and weight of the fetus at this stage, it is recommended for pregnant women to eat small meals and snacks more often rather than three large meals per day.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 38

Original Text: Are essential for the growth and development of the fetus and for the individual's body to support the new life growth of the placenta increased blood supply uterine tissue

Updated Text: Are essential for the growth and development of the fetus and for the mother’s body to support the new life growth of the placenta increased blood supply uterine tissue

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding IV Answer Key and Student Version - question 5

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Many individuals find it fascinating to observe the placenta, the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. The placenta is the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Final Assessment Answer Key and Student Version Questions 3, 4, 5, 10, 12,

Original Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the individual, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body. Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor and delivery. Question 5 - When a laboring individual has continuous support and is permitted to respond to personal pain and comfort cues, the

labor is allowed to progress normally and often without complication. Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring individual needs emergency procedures. Question 12 - When healthy pregnant individuals go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Updated Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the mother, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body. Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor and delivery. Question 5 - When a laboring mother has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication. Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring mother needs emergency procedures. Question 12 - When healthy pregnant women go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Final Assessment Answer Key and Student Version-question 11, 14, 16, 18

Original Text: Question 11-Select all of the following recommended practices for individuals to follow during pregnancy. Question 14 Answer Choice-Age of the pregnant individual Question 16 Answer Choice-Is avoidable if an individual gets plenty of exercise Question 18-Which of the following is the recommended amount of exercise for a pregnant individual?

Updated Text: Question 11-Select all of the following recommended practices for women to follow during pregnancy. Question 14 Answer Choice-Age of the pregnant mother Question 16 Answer Choice-Is avoidable if a woman gets plenty of exercise Question 18-Which of the following is the recommended amount of exercise for a pregnant woman?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Natural Segment

Original Text: Essential Question - 1. What types of practitioners care for pregnant individuals using the natural model of care? Models of Care - interventions might be used according to the needs and desires of the pregnant individual The Natural Model (Part 1) - Methods are used to enable females to move through the stages of labor according to physiological processes The Natural Model (Part 1) -midwives care for healthy pregnant females The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant individuals having options for childbirth The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor, delivery and even after the baby is born

Updated Text: Essential Question - 1. What types of practitioners care for pregnant women using the natural model of care? Models of Care - interventions might be used according to the needs and desires of the pregnant mother The Natural Model (Part 1) - Methods are used to enable individuals to move through the stages of labor according to physiological processes The Natural Model (Part 1) -midwives care for healthy pregnant individuals The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant mothers having options for childbirth The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor, delivery and even after the baby is born

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 32

Original Text: assessing the blood pressure and weight gain of the individual checking the iron levels of the individual

Updated Text: assessing the blood pressure and weight gain of the mother checking the iron levels of the mother

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Key Concepts Answer Key & Student Version: Factors Impacting Pregnancy: Healthcare

Original Text: Appropriate Medical Care: assessing the pregnant individual's: Appropriate Medical Care: a type of diabetes which develops during pregnancy in individuals who do not have diabetes prior to pregnancy

Updated Text: Appropriate Medical Care: assessing the pregnant woman's: Appropriate Medical Care: a type of diabetes which develops during pregnancy in women who do not have diabetes prior to pregnancy

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Final Assessment Answer Key and Student Version Question 8 Answer Choices and Question 16

Original Text: 8. Consistent monitoring of the fetus and pregnant individual Routine tests for the health and safety of the fetus and pregnant individual 16. If an individual is at a healthy normal weight prior to pregnancy, what is the recommended amount of weight to gain during pregnancy?

Updated Text: 8. Consistent monitoring of the fetus and the mother Routine tests for the health and safety of the fetus and the mother 16. If a woman is at a healthy normal weight prior to pregnancy, what is the recommended amount of weight to gain during pregnancy?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 51

Original Text: Is needed to make red blood cells for the growing fetus, placenta and the pregnant individual Is responsible for carrying oxygen in the blood

Updated Text: Is needed to make red blood cells for the growing fetus, placenta and the mother Is responsible for carrying oxygen in the blood

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Final Assessment Answer Key and Student Version Questions 3, 4, 5, 10, 12,

Original Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the individual, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body. Question 4 - A _____ is a trained birthing companion who provides informational,

physical and emotional support to the laboring individual throughout the duration of labor and delivery. Question 5 - When a laboring individual has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication. Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring individual needs emergency procedures. Question 12 - When healthy pregnant individuals go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Updated Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the mother, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body. Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor and delivery. Question 5 - When a laboring mother has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication. Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring mother needs emergency procedures. Question 12 - When healthy pregnant women go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Natural Segment

Original Text: Essential Question - 1. What types of practitioners care for pregnant individuals using the natural model of care? Models of Care - interventions might be used according to the needs and desires of the pregnant individual The Natural Model (Part 1) - Methods are used to enable females to move through the stages of labor according to physiological processes The Natural Model (Part 1) -midwives care for healthy pregnant females The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant individuals having options for childbirth The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor, delivery and even after the baby is born

Updated Text: Essential Question - 1. What types of practitioners care for pregnant women using the natural model of care? Models of Care - interventions might be used according to the needs and desires of the pregnant mother The Natural Model (Part 1) - Methods are used to enable individuals to move through the stages of labor according to physiological processes The Natural Model (Part 1) -midwives care for healthy pregnant individuals The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant mothers having options for childbirth The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor, delivery and even after the baby is born

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Key Concepts Prenatal Development Segment

Original Text: Pregnancy (Part 1)-gestational age is counted from the first day of the individual’s last menstrual cycle Physical Signes of Pregnancy-this hormone is released into the urine of the individual after implantation has taken place Tenth Week-The blood volume of the individual increases by 40 to 50 percent

Updated Text: Pregnancy (Part 1) gestational age is counted from the first day of the woman's last menstrual cycle Physical Signes of Pregnancy-this hormone is released into the urine of the woman after implantation has taken place Tenth Week-The blood volume of the mother increases by 40 to 50 percent

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Medical Segment

Original Text: Essential Question 1 - 1. What types of practitioners care for pregnant individuals using the medical model of care? Medical Practitioners - Who care for pregnant individuals include: Birth Plans - Enable pregnant individuals to express their needs and desires for labor and delivery to their health care practitioner

Updated Text: Essential Question 1 - 1. What types of practitioners care for pregnant women using the medical model of care? Medical Practitioners - Who care for pregnant women include: Birth Plans - Enable pregnant females to express their needs and desires for labor and delivery to their health care practitioner

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 36

Original Text: The Pregnant Individual high blood pressure can cause problems during pregnancy for both the individual and the growing fetus

Updated Text: The Pregnant Woman high blood pressure can cause problems during pregnancy for both the woman and the growing fetus

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Key Concepts Answer Key & Student Version: Factors Impacting Pregnancy: Good Health Practices

Original Text: Essential Question: What are good health practices for pregnant individuals during the second trimester?

Updated Text: Essential Question: What are good health practices for pregnant women during the second trimester?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 12

Original Text: Refers to when a pregnant individual comes in contact with one of the following: pesticides heavy metals organic solvents

Updated Text: Hazardous Materials Exposure Refers to when a pregnant woman comes in contact with one of the following: pesticides heavy metals organic solvents

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Key Concepts Answer Key and Student Version Prenatal Development Segment

Original Text: Braxton-Hicks Contractions may lead an individual to think labor is starting

Updated Text: Braxton-Hicks Contractions may lead a pregnant woman to think labor is starting

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 56

Original Text: The National Academy of Medicine recognized choline as an essential nutrient in 1998. Both the American Medical Association and the American Academy of Pediatrics advise pregnant individuals to include 450 milligrams per day.

Updated Text: The National Academy of Medicine recognized choline as an essential nutrient in 1998. Both the American Medical Association and the American Academy of Pediatrics advise pregnant women to include 450 milligrams per day.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Natural Segment

Original Text: Essential Question - 1. What types of practitioners care for pregnant individuals using the natural model of care? Models of Care - interventions might be used according to the needs and desires of the pregnant individual The Natural Model (Part 1) - Methods are used to enable females to move through the stages of labor according to physiological processes The Natural Model (Part 1) -midwives care for healthy pregnant females The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant individuals having options for childbirth The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor, delivery and even after the baby is born

Updated Text: Essential Question - 1. What types of practitioners care for pregnant women using the natural model of care? Models of Care - interventions might be used according to the needs and desires of the pregnant mother The Natural Model (Part 1) - Methods are used to enable individuals to move through the stages of labor according to physiological processes The Natural Model (Part 1) -midwives care for healthy pregnant individuals The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant mothers having options for childbirth The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor, delivery and even after the baby is born

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Medical Segment

Original Text: Essential Question 1 - 1. What types of practitioners care for pregnant individuals using the medical model of care? Medical Practitioners - Who care for pregnant individuals include: Birth Plans - Enable pregnant individuals to express their needs and desires for labor and delivery to their health care practitioner

Updated Text: Essential Question 1 - 1. What types of practitioners care for pregnant women using the medical model of care? Medical Practitioners - Who care for pregnant women include: Birth Plans - Enable pregnant females to express their needs and desires for labor and delivery to their health care practitioner

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Key Concepts Factors Impacting Pregnancy: Environmental and Personal Segment

Original Text: Personal Factors-the age of the pregnant individual Personal Factors-individuals who give birth before the age of 17 or after the age of 35 are at a greater risk of complications

Updated Text: Personal Factors-the age of the pregnant mother Personal Factors-mothers who give birth before the age of 17 or after the age of 35 are at a greater risk of complications

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Birth Segment

Original Text: Birth - if the individual has previously given birth

Updated Text: Birth - if the mother has previously given birth

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 37

Original Text: The Pregnant Individual

Updated Text: The Pregnant Woman

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Lesson Plan

Original Text: Description: This lesson guides students through the second trimester of pregnancy. Students will investigate topics, such as the stages of prenatal development, physical signs and symptoms of pregnancy, the significance of proper nutrition for both the pregnant individual and the growing fetus, the impact of proper healthcare, the role of medical advances and good health practices during the second trimester. Class 2 Essential Question: What changes in diet might a pregnant individual have to make in order to promote a healthy pregnancy? Class 5 Essential Question: What are good health practices for pregnant individuals during the second trimester? Class 5 Step 1: Have students locate and share an image of a good health practice for pregnant individuals during the second trimester. Lead a brief class discussion so students can share their findings.

Updated Text: Description: This lesson guides students through the second trimester of pregnancy. Students will investigate topics, such as the stages of prenatal development, physical signs and symptoms of pregnancy, the significance of proper nutrition for both the pregnant woman and the growing fetus, the impact of proper healthcare, the role of medical advances and good health practices during the second trimester. Class 2 Essential Question: What changes in diet might a pregnant woman have to make in order to promote a healthy pregnancy? Class 5 Essential Question: What are good health practices for pregnant women during the second trimester? Class 5 Step 1: Have students locate and share an image of a good health practice for pregnant women during the second trimester. Lead a brief class discussion so students can share their findings.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 13

Original Text: Pregnant individuals may encounter pesticides if employed in landscaping, agriculture or farming. In the home environment, contact might include gardening or combating yard pests.

Updated Text: Pregnant women may encounter pesticides if employed in landscaping, agriculture or farming. In the home environment, contact might include gardening or combating yard pests.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Key Concepts Answer Key and Student Version Factors Impacting Pregnancy: Nutritional Segment

Original Text: Essential Questions 1. What nutritional needs do pregnant individuals have during the third trimester?

Updated Text: Essential Questions 1. What nutritional needs do pregnant women have during the third trimester?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 57

Original Text: Can be worse during pregnancy due to changes in the immune system During pregnancy may lead to miscarriage or premature delivery May affect the fetus even if the individual shows no signs of illness

Updated Text: Can be worse during pregnancy due to changes in the immune system During pregnancy may lead to miscarriage or premature delivery May affect the fetus even if the mother shows no signs of illness

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Medical Segment

Original Text: Essential Question 1 - 1. What types of practitioners care for pregnant individuals using the medical model of care? Medical Practitioners - Who care for pregnant individuals include: Birth Plans - Enable pregnant individuals to express their needs and desires for labor and delivery to their health care practitioner

Updated Text: Essential Question 1 - 1. What types of practitioners care for pregnant women using the medical model of care? Medical Practitioners - Who care for pregnant women include: Birth Plans - Enable pregnant females to express their needs and desires for labor and delivery to their health care practitioner

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Birth Segment

Original Text: Birth - if the individual has previously given birth

Updated Text: Birth - if the mother has previously given birth

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Key Concepts Factors Impacting Pregnancy: Nutritional Segment

Original Text: Proteins-essential for the growth and development of the fetus and the pregnant individual Foode Borne Illness-May affect the fetus even if the individual shows no signs of illness

Updated Text: Proteins-essential for the growth and development of the fetus and the mother Food Borne Illness-May affect the fetus even if the mother shows no signs of illness

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Lesson Plan

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 38

Original Text: Individual’s body protein and fat

Updated Text: Woman's body protein and fat

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Vocabulary Handout

Original Text: Gestational Diabetes: type of diabetes which develops during pregnancy in individuals who do not have diabetes prior to pregnancy Quickening: first movements felt by the pregnant individual; may feel like butterflies or gas

Updated Text: Gestational Diabetes: type of diabetes which develops during pregnancy in women who do not have diabetes prior to pregnancy Quickening: first movements felt by the pregnant woman; may feel like butterflies or gas

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 15

Original Text: Can be toxic and cause negative health consequences including birth defects if a pregnant individual is exposed to them dental assistants are at risk of encountering hazardous metals if preparing dental fillings paint industry workers and certain types of artists may be at risk of exposure to metals

Updated Text: Can be toxic and cause negative health consequences including birth defects if a pregnant woman is exposed to them dental assistants are at risk of encountering hazardous metals if preparing dental fillings paint industry workers and certain types of artists may be at risk of exposure to metals

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Key Concepts Answer Key and Student Version Factors Impacting Pregnancy: Healthcare Segment

Original Text: Essential Questions 1. What healthcare practices are important for pregnant individuals during the third trimester?

Updated Text: Essential Questions 1. What healthcare practices are important for pregnant women during the third trimester?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 63

Original Text: Enable families and medical teams to determine the best care options for the individual and the developing fetus genetic counselors are also available to help families: understand test results work through available options make decisions for the best possible outcomes

Updated Text: Enable families and medical teams to determine the best care options for the mother and the developing fetus genetic counselors are also available to help families: understand test results work through available options make decisions for the best possible outcomes

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Birth Segment

Original Text: Birth - if the individual has previously given birth

Updated Text: Birth - if the mother has previously given birth

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Lesson Plan

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Lesson Plan

Original Text: Description-This lesson guides students through the first trimester of pregnancy including conception and the early development of a new life. Lesson materials also cover the effects of pregnancy on the new parent. Students will investigate topics, such as the stages of prenatal development, physical signs of pregnancy, the importance of maintaining a healthy and safe environment during pregnancy, the significance of proper nutrition for both the pregnant individual and the growing fetus and the impact of proper health care.

Updated Text: Description-This lesson guides students through the first trimester of pregnancy including conception and the early development of a new life. Lesson materials also cover the effects of pregnancy on the new parent. Students will investigate topics, such as the stages of prenatal development, physical signs of pregnancy, the importance of maintaining a healthy and safe environment during pregnancy, the significance of proper nutrition for both the pregnant woman and the growing fetus and the impact of proper health care.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Student Handout - Birth Options Claras Story

Original Text: The bathroom had a bathtub and Clara was informed some laboring individuals like to take warm baths during labor to ease the pain. The center also had a kitchen where midwives would prepare food and beverages for laboring individuals to help them through the process. In this book, individuals from all walks of life shared their personal experiences of labor and delivery. Some stories included individuals who had one birth at a hospital and one at a birthing center. Each individual must decide where to give birth and who will attend to the needs of their labor and delivery. When pregnant individuals are educated, much of the apprehension of what to expect is relieved.

Updated Text: The bathroom had a bathtub and Clara was informed some laboring mothers like to take warm baths during labor to ease the pain. The center also had a kitchen where midwives would prepare food and beverages for laboring mothers to help them through the process. In this book, mothers from all walks of life shared their personal experiences of labor and delivery. Some stories included mothers who had one birth at a hospital and one at a birthing center. Each mother must decide where to give birth and who will attend to the needs of their labor and delivery. When pregnant mothers are educated, much of the apprehension of what to expect is relieved.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 40

Original Text: Is a type of diabetes which develops during pregnancy in individuals who did not have diabetes prior to pregnancy

Updated Text: Is a type of diabetes which develops during pregnancy in women who did not have diabetes prior to pregnancy

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Video

Original Text: 1. By this time, the individual may be experiencing body aches numb or tingling hands and swelling in the ankles, fingers, and face. 2. For many individuals, nausea has decreased due to the leveling out of hormones, which may lead to more energy.

Updated Text: The outlined remediation process to reedit videos to replace the word “individual” with “woman," “female.” or "mother" will take some time. However, we are dedicated to ensuring these changes are promptly implemented by the end of this calendar year (i.e., December 31, 2023). We will collaborate with TEA staff to adhere to the appropriate protocol, preparing these adjustments for integration into Texas classrooms. 1. By this time, the mother may be experiencing body aches numb or tingling hands and swelling in the ankles, fingers, and face. 2. For many women, nausea has decreased due to the leveling out of hormones, which may lead to more energy.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 18

Original Text: May affect individuals who work in certain occupations such as: areas of the healthcare industry clothing and textiles paint and plastics laboratory workers artists oil and chemical industry workers cosmetologists, beauticians and nail salon technicians metal workers dry cleaning workers

Updated Text: May affect women who work in certain occupations such as: areas of the healthcare industry clothing and textiles paint and plastics laboratory workers artists oil and chemical industry workers cosmetologists, beauticians and nail salon technicians metal workers dry cleaning workers

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Key Concepts Answer Key and Student Version Factors Impacting Pregnancy: Good Health Practices Segment

Original Text: Essential Questions 1. What are good health practices for pregnant individuals during the third trimester? Healthy Weight Gain (Part 2) individual’s body protein and fat: seven pounds

Updated Text: Essential Questions 1. What are good health practices for pregnant women during the third trimester? Healthy Weight Gain (Part 2) woman’s body protein and fat: seven pounds

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 64

Original Text: During pregnancy is referred to as prenatal care the best practice is to start prenatal care in the first trimester of pregnancy regular visits may enable complications to be detected early and lead to quality care for the child and the individual if pregnancy is suspected, schedule an appointment with a healthcare practitioner right away to confirm and begin regular checkups prenatal visits are usually scheduled approximately once a month during the first trimester of pregnancy

Updated Text: During pregnancy is referred to as prenatal care the best practice is to start prenatal care in the first trimester of pregnancy regular visits may enable complications to be detected early and lead to quality care for the child and the mother if pregnancy is suspected, schedule an appointment with a healthcare practitioner right away to confirm and begin regular checkups prenatal visits are usually scheduled approximately once a month during the first trimester of pregnancy

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Lesson Plan

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Student Handout - Birth Options Claras Story

Original Text: The bathroom had a bathtub and Clara was informed some laboring individuals like to take warm baths during labor to ease the pain. The center also had a kitchen where midwives would prepare food and beverages for laboring individuals to help them through the process. In this book, individuals from all walks of life shared their personal experiences of labor and delivery. Some stories included individuals who had one birth at a hospital and one at a birthing center. Each individual must decide where to give birth and who will attend to the needs of their labor and delivery. When pregnant individuals are educated, much of the apprehension of what to expect is relieved.

Updated Text: The bathroom had a bathtub and Clara was informed some laboring mothers like to take warm baths during labor to ease the pain. The center also had a kitchen where midwives would prepare food and beverages for laboring mothers to help them through the process. In this book, mothers from all walks of life shared their personal experiences of labor and delivery. Some stories included mothers who had one birth at a hospital and one at a birthing center. Each mother must decide where to give birth and who will attend to the needs of their labor and delivery. When pregnant mothers are educated, much of the apprehension of what to expect is relieved.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Project-Meal Planning During Pregnancy

Original Text: Direction 3-Create a meal plan for a pregnant individual.

Updated Text: Direction 3-Create a meal plan for a pregnant woman.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Vocabulary Handout

Original Text: Birth Plan written plan created by the pregnant individual to voice expectations and preferences during the labor and delivery process Cesarean Section (C-Section) incision made in the abdomen and uterus of a pregnant individual used to deliver a fetus Doula trained birthing companion who provides informational, physical and emotional support to a laboring individual throughout the duration of labor and delivery Midwife practitioner trained to assist pregnant individuals in childbirth

Updated Text: Birth Plan written plan created by the pregnant mother to voice expectations and preferences during the labor and delivery process Cesarean Section (C-Section) incision made in the abdomen and uterus of a pregnant female used to deliver a fetus Doula trained birthing companion who provides informational, physical and emotional support to a laboring mother throughout the duration of labor and delivery Midwife practitioner trained to assist pregnant mothers in childbirth

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 47

Original Text: the recommendation is for pregnant individuals to “listen to their bodies” (Pregnancy Points): The Centers for Disease Control and Prevention (CDC) recommends avoiding activities which require an individual to lay flat on the back after the first trimester.

Updated Text: the recommendation is for pregnant women to “listen to their bodies” (Pregnancy Points): The Centers for Disease Control and Prevention (CDC) recommends avoiding activities which require a woman to lay flat on the back after the first trimester.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Slide 7

Original Text: Due to the size and weight of the fetus at this stage, it is recommended for individuals to eat small meals and snacks more often rather than three large meals per day.

Updated Text: Due to the size and weight of the fetus at this stage, it is recommended for pregnant women to eat small meals and snacks more often rather than three large meals per day.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 19

Original Text: May be avoided if the individual is aware of the dangers communication with supervisors for possible reassignments during pregnancy is important

Updated Text: May be avoided if the woman is aware of the dangers communication with supervisors for possible reassignments during pregnancy is important

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Lesson Plan

Original Text: Description: This lesson guides students through the third trimester of pregnancy. Students will investigate topics, such as the stages of prenatal development, physical signs and symptoms of pregnancy, the significance of proper nutrition for both the pregnant individual and the growing fetus, the importance of maintaining a healthy environment, the impact of proper health care and good health practices during the third trimester. Class 2 Essential Questions 1. What nutritional needs do pregnant individuals have during the third trimester? 2. What healthcare practices are

important for pregnant individuals during the third trimester? Class 3 Essential Questions 1. What are good health practices for pregnant individuals during the third trimester?

Updated Text: Description: This lesson guides students through the third trimester of pregnancy. Students will investigate topics, such as the stages of prenatal development, physical signs and symptoms of pregnancy, the significance of proper nutrition for both the pregnant woman and the growing fetus, the importance of maintaining a healthy environment, the impact of proper health care and good health practices during the third trimester. Class 2 Essential Questions 1. What nutritional needs do pregnant women have during the third trimester? 2. What healthcare practices are important for pregnant women during the third trimester? Class 3 Essential Questions 1. What are good health practices for pregnant women during the third trimester?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 65

Original Text: Depends on attending all prenatal appointments issues can be caught early and monitored at regular visits regular visits also provide the opportunity for the individual to ask questions and share concerns with the healthcare practitioner

Updated Text: Depends on attending all prenatal appointments issues can be caught early and monitored at regular visits regular visits also provide the opportunity for the mother to ask questions and share concerns with the healthcare practitioner

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Student Handout - Birth Options Claras Story

Original Text: The bathroom had a bathtub and Clara was informed some laboring individuals like to take warm baths during labor to ease the pain. The center also had a kitchen where midwives would prepare food and beverages for laboring individuals to help them through the process. In this book, individuals from all walks of life shared their personal experiences of labor and delivery. Some stories included individuals who had one birth at a hospital and one at a birthing center. Each individual must decide where to give birth and who will attend to the needs of their labor and delivery. When pregnant individuals are educated, much of the apprehension of what to expect is relieved.

Updated Text: The bathroom had a bathtub and Clara was informed some laboring mothers like to take warm baths during labor to ease the pain. The center also had a kitchen where midwives would prepare food and beverages for laboring mothers to help them through the process. In this book, mothers from all walks of life shared their personal experiences of labor and delivery. Some stories included mothers who had one birth at a hospital and one at a birthing center. Each mother must decide where to give birth and who will attend to the needs of their labor and delivery. When pregnant mothers are educated, much of the apprehension of what to expect is relieved.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Vocabulary Handout

Original Text: Birth Plan written plan created by the pregnant individual to voice expectations and preferences during the labor and delivery process Cesarean Section (C-Section) incision made in the abdomen and uterus of a pregnant individual used to deliver a fetus Doula trained birthing companion who provides informational, physical and

emotional support to a laboring individual throughout the duration of labor and delivery Midwife practitioner trained to assist pregnant individuals in childbirth

Updated Text: Birth Plan written plan created by the pregnant mother to voice expectations and preferences during the labor and delivery process Cesarean Section (C-Section) incision made in the abdomen and uterus of a pregnant female used to deliver a fetus Doula trained birthing companion who provides informational, physical and emotional support to a laboring mother throughout the duration of labor and delivery Midwife practitioner trained to assist pregnant mothers in childbirth

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Student Handout-Pregnancy Complications

Original Text: Gestational Diabetes-Gestational diabetes is a type of diabetes which develops during pregnancy in individuals who did not have diabetes prior to pregnancy. This type of diabetes occurs when the body cannot make enough insulin during pregnancy. Insulin is an important hormone produced in the pancreas which enables the body to allow blood sugar into the cells for use as energy. Having gestational diabetes can increase the risk of high blood pressure. It can also increase the risk of having a large baby which needs to be delivered by cesarean section. Other risk factors include preterm birth, low blood sugar and developing type two diabetes later in life. Preeclampsia-Preeclampsia has to do with high blood pressure. The increased pressure in the placental arteries restricts the blood flow to the placenta. If this condition is not treated, parts of the placenta can die causing the baby to be in distress. It can also lead to seizures in the individual. Seizures are considered a medical emergency. Once it reaches the point of seizures it is referred to as eclampsia.

Updated Text: Gestational Diabetes-Gestational diabetes is a type of diabetes which develops during pregnancy in women who did not have diabetes prior to pregnancy. This type of diabetes occurs when the body cannot make enough insulin during pregnancy. Insulin is an important hormone produced in the pancreas which enables the body to allow blood sugar into the cells for use as energy. Having gestational diabetes can increase the risk of high blood pressure. It can also increase the risk of having a large baby which needs to be delivered by cesarean section. Other risk factors include preterm birth, low blood sugar and developing type two diabetes later in life. Preeclampsia-Preeclampsia has to do with high blood pressure. The increased pressure in the placental arteries restricts the blood flow to the placenta. If this condition is not treated, parts of the placenta can die causing the baby to be in distress. It can also lead to seizures in the mother. Seizures are considered a medical emergency. Once it reaches the point of seizures it is referred to as eclampsia.

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Video Birth Options Segment

Original Text: 1. Because every pregnant individual and family is different, some aspects will seem like benefits to some families and drawbacks to others. 2. I would say probably 95% of deliveries, unless you are a higher risk individual, are going to be completely and utterly normal, which is fantastic.

Updated Text: 1. Because every pregnant woman and family is different, some aspects will seem like benefits to some families and drawbacks to others. 2. I would say probably 95% of deliveries, unless you are a higher risk mother, are going to be completely and utterly normal, which is fantastic.

Component: ***iCEV Child Development (Individual Course)***
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 53

Original Text: From drugs, alcohol, tobacco and other harmful substances is one of the best choices a pregnant individual can make for the health of the developing fetus

Updated Text: From drugs, alcohol, tobacco and other harmful substances is one of the best choices a pregnant woman can make for the health of the developing fetus

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Slide 8

Original Text: fruits, vegetables, whole grain products, protein foods and dairy products will provide the needed nutrients to keep the individual and fetus growing strong

Updated Text: fruits, vegetables, whole grain products, protein foods and dairy products will provide the needed nutrients to keep the mother and fetus growing strong

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 20

Original Text: May also expose pregnant individuals to environmental hazards working with various cleaning products handling certain home repair and maintenance products applying various garden maintenance products

Updated Text: May also expose pregnant women to environmental hazards working with various cleaning products handling certain home repair and maintenance products applying various garden maintenance products

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Project - Environmental Hazards During Pregnancy

Original Text: Possible health consequences for the pregnant individual

Updated Text: Possible health consequences for the pregnant woman

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 66

Original Text: Usually involves: estimation of the due date a full physical exam including: checking blood pressure, weight and drawing blood for lab tests breast, pelvic and cervical examination family and individual health history lifestyle questions such as: diet, exercise, substance use, relationships and mental health honest answers will enable the practitioner to provide specific care for the individual and the developing fetus

Updated Text: Usually involves: estimation of the due date a full physical exam including: checking blood pressure, weight and drawing blood for lab tests breast, pelvic and cervical examination health history lifestyle questions such as: diet, exercise, substance use, relationships and mental health honest answers will enable the practitioner to provide specific care for the mother and the developing fetus

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Vocabulary Handout

Original Text: Birth Plan written plan created by the pregnant individual to voice expectations and preferences during the labor and delivery process Cesarean Section (C-Section) incision made in the abdomen and uterus of a pregnant individual used to deliver a fetus Doula trained birthing companion who provides informational, physical and emotional support to a laboring individual throughout the duration of labor and delivery Midwife practitioner trained to assist pregnant individuals in childbirth

Updated Text: Birth Plan written plan created by the pregnant mother to voice expectations and preferences during the labor and delivery process Cesarean Section (C-Section) incision made in the abdomen and uterus of a pregnant female used to deliver a fetus Doula trained birthing companion who provides informational, physical and emotional support to a laboring mother throughout the duration of labor and delivery Midwife practitioner trained to assist pregnant mothers in childbirth

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Action Plan

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Video

Original Text: 1. Pregnancy is the term used to describe the period in which life develops inside the womb or uterus of an individual. 2. The weeks are counted from the first day of an individual's last menstrual cycle to delivery, which is referred to as gestational age. 3. As this development is taking place inside the body, the pregnant individual may notice physical and emotional signs. 4. This hormone is released into the urine of the pregnant individual after implantation has taken place about 14 days after fertilization. 5. At this time, the blood volume of the pregnant individual increases by 40% to 50%.

Updated Text: The outlined remediation process to reedit videos to replace the word “individual” with “woman," “female.” or "mother" will take some time. However, we are dedicated to ensuring these changes are promptly implemented by the end of this calendar year (i.e., December 31, 2023). We will collaborate with TEA staff to adhere to the appropriate protocol, preparing these adjustments for integration into Texas classrooms. 1. Pregnancy is the term used to describe the period in which life develops inside the womb or uterus of a woman. 2. The weeks are counted from the first day of an woman's last menstrual cycle to delivery, which is referred to as gestational age. 3. As this development is taking place inside the body, the mother may notice physical and emotional signs. 4. This hormone is released into the urine of the woman after implantation has taken place about 14 days after fertilization. 5. At this time, the blood volume of the mother increases by 40% to 50%.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Video Models of Care: Natural Segment

Original Text: 1. With the medical model interventions might be used according to the needs and desires of the pregnant individual. 2. Because physicians, midwives, and pregnant individuals have differing views and perspectives of childbirth practices, prenatal care and delivery methods will differ. 3. Practitioners in all settings desire to provide quality care and want what is best for pregnant individuals and their babies. 4. Practitioners who have the natural mindset employ methods and practices which enable individuals to move through the stages of labor according to physiological processes. 5. The American College of Obstetricians and Gynecologists or ACOG is supportive of pregnant individuals having options when choosing childbirth care. 6. Laboring individuals under the care of a midwife will be encouraged to move around and find positions of comfort. 7. Movement during labor provides for normal blood flow to the fetus and the individual, promotes gravity, and allows the contractions to accomplish the goal of moving the fetus through the body. 8. Other natural ways to cope with labor include words of encouragement and coaching from not only the midwife but other support persons, such as the pregnant individual's partner, close friend, or family member, or a doula. 9. A doula is a trained birthing companion who provides informational, physical, and emotional support to the laboring individual throughout the duration of labor, delivery, and even after the baby is born. 10. When a laboring individual has continuous support and is permitted to respond to personal pain and comfort cues, the labor is more likely to progress normally and often without complication.

Updated Text: 1. With the medical model interventions might be used according to the needs and desires of the pregnant mother. 2. Because physicians, midwives, and pregnant mothers have differing views and perspectives of childbirth practices, prenatal care and delivery methods will differ. 3. Practitioners in all settings desire to provide quality care and want what is best for pregnant mothers and their babies. 4. Practitioners who have the natural mindset employ methods and practices which enable mothers to move through the stages of labor according to physiological processes. 5. The American College of Obstetricians and Gynecologists or ACOG is supportive of pregnant mothers having options when choosing childbirth care. 6. Laboring mothers under the care of a midwife will be encouraged to move around and find positions of comfort. 7. Movement during labor provides for normal blood flow to the fetus and the mother, promotes gravity, and allows the contractions to accomplish the goal of moving the fetus through the body. 8. Other natural ways to cope with labor include words of encouragement and coaching from not only the midwife but other support persons, such as the pregnant mother's partner, close friend, or family member, or a doula. 9.A doula is a trained birthing companion who provides informational, physical, and emotional support to the laboring mother throughout the duration of labor, delivery, and even after the baby is born. 10. When a laboring mother has continuous support and is permitted to respond to personal pain and comfort cues, the labor is more likely to progress normally and often without complication.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Action Plan

Original Text: Class 2 Essential Question: 1. What changes in diet might a pregnant individual have to make in order to promote a healthy pregnancy? Class 5 Essential Question 1: What are good health practices for pregnant individuals during the second trimester? Class 5 Step 1: Locate and share an image of a good health practice for pregnant individuals during the second trimester. Participate in a brief class discussion to share your findings.

Updated Text: Class 2 Essential Question: 1. What changes in diet might a pregnant woman have to make in order to promote a healthy pregnancy? Class 5 Essential Question 1: What are good health practices for pregnant women during the second trimester? Class 5 Step 1: Locate and share an image of a good health practice for pregnant women during the second trimester. Participate in a brief class discussion to share your findings.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Slide 11

Original Text: the blood pressure and weight gain of the individual the iron levels of the individual

Updated Text: the blood pressure and weight gain of the mother the iron levels of the mother

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 21

Original Text: May also expose pregnant individuals to environmental hazards cleaning the cat litter box soaking in a hot tub or sauna using very hot water Toxoplasma gondii, a parasite commonly found in cat feces, causes toxoplasmosis. Toxoplasmosis can be detrimental to pregnant individuals.

Updated Text: May also expose pregnant women to environmental hazards cleaning the cat litter box soaking in a hot tub or sauna using very hot water Toxoplasma gondii, a parasite commonly found in cat feces, causes toxoplasmosis. Toxoplasmosis can be detrimental to pregnant women.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Video

Original Text: 1. By now, the pregnant individual may be experiencing common pregnancy symptoms due to the size of the growing fetus. 2. These muscle contractions may lead an individual to think labor is starting. 3. The next phase of life for the pregnant individual is parenthood.

Updated Text: 1. By now, the pregnant woman may be experiencing common pregnancy symptoms due to the size of the growing fetus. 2. These muscle contractions may lead a woman to think labor is starting. 3. The next phase of life for the mother is parenthood.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Action Plan

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 68

Original Text: Include: routine tests to check both the individual and the developing fetus examples of tests for the individual include: anemia, gestational diabetes and certain infections examples of tests for the fetus include: nonstress test, biophysical profile, ultrasounds and checks for possible birth defects

Updated Text: Include: routine tests to check both the mother and the developing fetus examples of tests for the mother include: anemia, gestational diabetes and certain infections examples of tests for the fetus include: nonstress test, biophysical profile, ultrasounds and checks for possible birth defects

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding I Answer Key and Student Version - question 5

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable individuals to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable females to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slides: 7

Original Text: Affects the health of the individual as well as the growing fetus A pregnant individual should only add about 300 extra calories each day.

Updated Text: Affects the health of the mother as well as the growing fetus A pregnant woman should only add about 300 extra calories each day.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Video Models of Care: Medical Segment

Original Text: 1. Medical practitioners who care for individuals during pregnancy and birth include family physicians and obstetricians. 2. When caring for laboring individuals, medical practitioners often employ methods and routines which align with medical models of care. 3. When healthy pregnant individuals go into labor naturally and are allowed to progress normally, medical interventions may not be needed. 4. Again, pregnant individuals and families have choices when deciding where to deliver. 5. The priority is for pregnant individuals to find the setting which brings them a sense of comfort and trust. 6. Regardless of where an individual chooses to give birth, it is helpful to create a birth plan.

Updated Text: 1. Medical practitioners who care for mothers during pregnancy and birth include family physicians and obstetricians. 2. When caring for laboring mothers, medical practitioners often employ methods and routines which align with medical models of care. 3. When healthy pregnant women go into labor naturally and are allowed to progress normally, medical interventions may not be needed. 4. Again, pregnant mothers and families have choices when

deciding where to deliver. 5. The priority is for pregnant mothers to find the setting which brings them a sense of comfort and trust. 6. Regardless of where a woman chooses to give birth, it is helpful to create a birth plan.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Check for Understanding I Answer Key and Student Version-question 3

Original Text: For many pregnant individuals, nausea decreases during the second trimester.

Updated Text: For many pregnant women, nausea decreases during the second trimester.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Slide 13

Original Text: checking the individual's weight, blood pressure and urine

Updated Text: checking the pregnant woman's weight, blood pressure and urine

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 23

Original Text: Affecting pregnancy may include: hereditary factors the age of the pregnant individual

Updated Text: Affecting pregnancy may include: hereditary factors the age of the pregnant mother

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Action Plan

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care? Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding I Answer Key and Student Version - question 5

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable individuals to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable females to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 69

Original Text: During the first trimester of pregnancy include maintaining a regular exercise routine physical fitness helps the pregnant individual: keep the heart, bones and mind healthy improve sleep improve self-esteem lower the risk of depression and anxiety

Updated Text: During the first trimester of pregnancy include maintaining a regular exercise routine physical fitness helps the mother: keep the heart, bones and mind healthy improve sleep improve self-esteem lower the risk of depression and anxiety

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding II Answer Key and Student Version - question 5

Original Text: Question 5 - The role of a doula during labor and delivery is to support the laboring individual in the following ways.

Updated Text: Question 5 - The role of a doula during labor and delivery is to support the laboring mother in the following ways.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 12

Original Text: the individual’s regulation of body fluids

Updated Text: the woman’s regulation of body fluids

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Video Stages of Labor Segment

Original Text: 1. Many pregnant individuals also have a strong urge to clean the house and make sure everything is organized for the new baby. 2. For first time pregnancies, this stage usually lasts longer than for individuals who are preparing to give birth to a subsequent child. 3.The length of this stage depends on factors such as pain medication, birthing position, or if the individual has previously given birth. 4. The health care practitioner will usually guide the laboring individual through this process.

Updated Text: 1. Many pregnant women also have a strong urge to clean the house and make sure everything is organized for the new baby. 2. For first time pregnancies, this stage usually lasts longer than for mothers who are preparing to give birth to a subsequent child. 3. The length of this stage depends on factors such as pain medication,

birthing position, or if the woman has previously given birth. 4. The health care practitioner will usually guide the laboring mother through this process.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Check for Understanding II Answer Key and Student Version-question 2

Original Text: Pregnant individuals should _____.

Updated Text: Pregnant women should _____.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Slide 31

Original Text: From drugs, alcohol, tobacco and other harmful substances is one of the best choices a pregnant individual can make for the health of the developing fetus

Updated Text: From drugs, alcohol, tobacco and other harmful substances is one of the best choices a pregnant woman can make for the health of the developing fetus

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 25

Original Text: Age of the Pregnant Individual May also affect conception and development of a new life Might be considered a hereditary or an environmental factor individuals who give birth before the age of 17 or after the age of 35 are at a greater risk of complications

Updated Text: Age of the Pregnant Mother May also affect conception and development of a new life Might be considered a hereditary or an environmental factor mothers who give birth before the age of 17 or after the age of 35 are at a greater risk of complications

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding I Answer Key and Student Version - question 5

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable individuals to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable females to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding II Answer Key and Student Version - question 5

Original Text: Question 5 - The role of a doula during labor and delivery is to support the laboring individual in the following ways.

Updated Text: Question 5 - The role of a doula during labor and delivery is to support the laboring mother in the following ways.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: First Trimester Slide 70

Original Text: Healthy Pregnant Individuals If a pregnant individual has an established exercise routine before becoming pregnant, it is usually safe to continue after becoming pregnant. However, the best practice is to discuss exercise practices with a healthcare practitioner.

Updated Text: Healthy Pregnant Women If a woman has an established exercise routine before becoming pregnant, it is usually safe to continue after becoming pregnant. However, the best practice is to discuss exercise practices with a healthcare practitioner.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Labor and Delivery Methods Check for Understanding III Answer Key and Student Version - question 5

Original Text: Question 5 Answer Choice - A. Helps provide a means for pregnant individuals to express needs, desires and expectations to the attending healthcare practitioner

Updated Text: Question 5 Answer Choice - A. Helps provide a means for pregnant females to express needs, desires and expectations to the attending healthcare practitioner

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Slide 21

Original Text: measures the levels of alpha-fetoprotein in the individual’s blood

Updated Text: measures the levels of alpha-fetoprotein in the woman’s blood

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Video

Original Text: 1. By now, the pregnant individual may be experiencing common pregnancy symptoms due to the size of the growing fetus. 2. These muscle contractions may lead an individual to think labor is starting. 3. The next phase of life for the pregnant individual is parenthood.

Updated Text: The outlined remediation process to reedit videos to replace the word “individual” with “woman," “female.” or "mother" will take some time. However, we are dedicated to ensuring these changes are promptly

implemented by the end of this calendar year (i.e., December 31, 2023). We will collaborate with TEA staff to adhere to the appropriate protocol, preparing these adjustments for integration into Texas classrooms. 1. By now, the pregnant woman may be experiencing common pregnancy symptoms due to the size of the growing fetus. 2. These muscle contractions may lead a woman to think labor is starting. 3. The next phase of life for the mother is parenthood.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Second Trimester Check for Understanding IV Answer Key and Student Version-question 3

Original Text: Obtaining quality sleep is easy for most pregnant individuals during the second trimester because pregnancy is often tiring to the body.

Updated Text: Obtaining quality sleep is easy for most pregnant women during the second trimester because pregnancy is often tiring to the body.

Component: *iCEV Child Development (Individual Course)*
ISBN: 9798888640012

Type: Editorial Change

Location: Pregnancy: Third Trimester Slide 33

Original Text: Individual's body protein and fat

Updated Text: Woman’s body protein and fat

Feedback and Publisher Responses

Component: *iCEV Child Development (Individual Course)*
ISBN: 8888640012001

Page Number(s): 1

URL:

View Content

Feedback Text: Activity is good. However, based on the TEKS, it should be focused on technology. There are many components to this activity.

Publisher Response: Content will be added to have students explain technological advances in prenatal care.

Component: *iCEV Child Development (Individual Course)*
ISBN: 8888640012001

Page Number(s): Slides 29-30

URL:

View Content

Feedback Text: Depth should be expanded to include other treatments besides prenatal surgery such as physical/occupational therapies, neonatal surgeries, etc.

Publisher Response: Content will be added to identify additional treatments of fetal birth defects.

Publisher: CEV Multimedia

Child Development Associate Foundations

Program: iCEV Child Development Associate Foundations (Individual Course): TEKS

Editorial Changes

Component: ***iCEV Child Development Associate Foundations (Individual Course)***
ISBN: 9798888640029

Type: Editorial Change

Location: SBOE members did not pinpoint specific references requiring remediation for this course. However, considering the feedback received on the Child Development and Instructional Practices courses, we conducted an internal audit of this course, and were unable to find language like “individual” used to replace “woman,” nor could we find reference to the terms “sexual orientation” or “gender identity.”

Original Text: The course was designed with a focus on addressing the Texas Essential Knowledge and Skills (TEKS) and meeting the objectives necessary for learners to attain the Child Development Associate industry-based certification.

Updated Text: Should there be specific requests for remediation, we are more than willing to implement those changes upon receipt of the provided feedback.

Publisher: CEV Multimedia

Computer Science I

Program: iCEV Computer Science I (Individual Course): TEKS

Feedback and Publisher Responses

Component: ***iCEV Computer Science I (Individual Course)***
ISBN: 8888640036001

Page Number(s): Project-Formatting a Program

URL:

View Content

Feedback Text: There are some errors in the code, Esp. In regards to line 8. I am not sure if this a design feature, but it doesn't appear so, since this activity does not address error types.

Publisher Response: This will be addressed.

Component: ***iCEV Computer Science I (Individual Course)***
ISBN: 8888640036001

Page Number(s): Slides 4-16

URL:

View Content

Feedback Text: include punch code in low level language to make the machine language easier for students to understand.

Publisher Response: Content will be added to include punch code.

Component: *iCEV Computer Science I (Individual Course)*
ISBN: 8888640036001

Page Number(s): Slides 9-15

URL:

View Content

Feedback Text: Please do not forget robotics as a career option to computer science.

Publisher Response: Content will be added to include robotics

Component: *iCEV Computer Science I (Individual Course)*
ISBN: 8888640036001

Page Number(s): Slides 9-15

URL:

View Content

Feedback Text: There needs to be more differentiation between job duties and job tasks.

Publisher Response: Content will be added to differentiate job duties and job tasks.

Publisher: CEV Multimedia

Forensic Science

Program: iCEV Forensic Science (Individual Course): TEKS

Feedback and Publisher Responses

Component: *iCEV Forensic Science (Individual Course)*
ISBN: 8888640074001

Page Number(s): Slide 48

URL:

View Content

Feedback Text: You could go into which elements make up luminol and how they react to iron in the red blood cells.

Publisher Response: Content will be added to define how luminol reacts with blood.

Publisher: CEV Multimedia

Foundations of Cybersecurity

Program: iCEV Foundations of Cybersecurity (Individual Course): TEKS

Feedback and Publisher Responses

Component: *iCEV Foundations of Cybersecurity (Individual Course)*
ISBN: 8888640081001

Page Number(s): Activity-Hacker Types Exit Ticket

URL:

View Content

Feedback Text: A Venn Diagram only provides students with the ability to acknowledge the existence of legal ramifications, but not describe them. Consider adding a location for describing ramifications.

Publisher Response: A direction will be added for students to describe the legal ramifications.

Component: ***iCEV Foundations of Cybersecurity (Individual Course)***
ISBN: 8888640081001

Page Number(s): Activity-Malware Vocabulary Exit Ticket

URL:

View Content

Feedback Text: Explicitly state the need of students to include how malware is transmitted.

Publisher Response: A direction will be added for students to identify the transmission of malware.

Component: ***iCEV Foundations of Cybersecurity (Individual Course)***
ISBN: 8888640081001

Page Number(s): Project-Cybersecurity Careers

URL:

View Content

Feedback Text: A good assignment to identify internship opportunities, but internships not addressed in the assignment.

Publisher Response: A direction will be added for students to identify internship opportunities

Publisher: CEV Multimedia

Human Growth and Development

Program: iCEV Human Growth & Development (Individual Course): TEKS

Editorial Changes

Component: ***iCEV Human Growth and Development (Individual Course)***
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 60

Original Text: School-age Stage Is considered an extremely social stage of development in which teachers and peers play an important role if children are encouraged and reinforced for their initiatives, they begin to feel confident in their ability to achieve goals if children are restricted by parents or teachers, they begin to feel inferior, doubting their abilities to be successful

Updated Text: School-age Stage Is considered an extremely social stage of development in which teachers and peers play an important role if children are encouraged and reinforced for their initiatives, they begin to feel confident in their ability to achieve goals

Component: ***iCEV Human Growth and Development (Individual Course)***
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Check for Understanding IV-Additional Theories Answer Key and Student Version, Question 1-3

Original Text: 1. Which of the following was an Austrian physician who specialized in nervous and mental diseases? Sigmund Freud George Vaillant Daniel Levinson Lawrence Kohlberg 2. The Psychoanalytic theory refers to the process of growth and development of the biological components of personality. True False 3. Lawrence Kohlberg is best known for his theory on which of the following? Intimacy development Moral development Biological development Cognitive development

Updated Text: 1. Which of the following worked on atom structure and published numerous papers on physics and chemistry before shifting careers to work with experimental education? A. Robert Havighurst B. George Vaillant C. Daniel Levinson D. Jean Piaget 2. The theory of development tasks refers to the process of developmental skills, knowledge and attitudes being acquired at certain points in an adolescent's life through physical maturity, social expectations and personal effort. A. True B. False 3. Daniel Levinson contributed to the founding of the field of which of the following? A. Development tasks B. Positive adult development C. Biological development D. Cognitive development

Component: ***iCEV Human Growth and Development (Individual Course)***
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 61

Original Text: Adolescent Stage Occurs between the ages of 12 and 18 years Deals with learning identity versus role confusion has the basic virtue of fidelity Focuses on exploring independence in order to develop a sense of self Involves individuals exploring possibilities, forming their own identity and learning the roles they will hold as adults

Updated Text: Adolescent Stage Occurs between the ages of 12 and 18 years Deals with identity versus role confusion has the basic virtue of fidelity identity can be formed from one's interests, values and goals role confusion arises if adolescents are not provided enough opportunities to identify their role in the world or their future Focuses on exploring independence to develop a sense of self and personal identity

Component: ***iCEV Human Growth and Development (Individual Course)***
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Final Assessment Answer Key and Student Version, Question 5, 8-9, 17-18

Original Text: 5. Which of the following did Sigmund Freud develop? Hierarchy of needs Developmental tasks of adolescence Eight stages of psychosocial development Psychosexual development theory 8. The primitive instinct component of personality defines which of the following? Ego Id Superego Integrity 9. Which of the following consists of three levels and six stages? Hierarchy of needs Psychoanalytical theory Theory of moral development Developmental task theory 17. Which of the following theories states personality develops during childhood and is critically shaped through a series of psychosocial changes? Psychoanalytical Moral development Cognitive development Hierarchy of needs 18. Fill in the blanks using the word bank provided below. Lawrence Kohlberg believed individuals progressed through stages of moral development just as they progress through stages of cognitive development and is best known for his theory of moral development consisting of three levels and six stages. Word bank: moral, theory, three

Updated Text: 5. Daniel Levinson is best known for his theory on which of the following? A. Development tasks B. Seasons of life C. Biological development D. Cognitive development 8. Match the following stages to/their descriptions. Description: Deals with learning basic trust versus basic mistrust Term: Infancy Stage; Description: Deals with learning industry versus inferiority Term: School-age Stage; Description: Deals with learning initiative versus guilt Term: Preschool Stage; Description: Deals with learning about autonomy versus shame Term Early Childhood Stage, word bank: Early childhood stage, infancy stage, preschool stage, school-age stage 9. Maria is a 16-year-old high school student. She is faced with a complex problem of choosing extracurricular activities and volunteer work that will serve her future, but she

needs to keep her part-time job to pay for her car and fuel. She does not have enough time in her schedule for all her desired activities, volunteer work and part-time job. Therefore, she is speculating about the solutions to her scheduling problem. Which of the following stages is Maria participating in? A. Preoperational B. Sensorimotor C. Formal operational D. Concrete operational 17. Place the following hierarchy of needs levels in the correct order. 5 Self-actualization 3 Love and Belonging 1 Physiological Needs 4 Self-esteem 2 Security Needs 18. Match the following stages to/their descriptions. Description: Deals with identity versus role confusion Term: Adolescent Stage; Description: Deals with learning integrity versus despair Term: Late Adulthood Stage; Description: Deals with learning intimacy and relationship building versus isolation Term Young Adult Stage; Description: Deals with learning generativity versus stagnation Term: Middle-aged Adult Stage, word bank: Adolescent stage, late adulthood stage, middle-aged adult stage, young adult stage

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 63

Updated Text: Young Adult Stage Occurs between the ages of 18 to 35 Deals with learning intimacy and relationship building versus isolation has the main virtue of love Involves individuals seeking codependent bonds, strong relationships, companionship and love inability to form intimate relationships can lead to isolation and loneliness

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Lesson Plan

Original Text: Slide count: 88 slides; Class 5 slide count: This segment is 20 slides long.

Updated Text: Slide count: 80 slides; Class 5 slide count: This segment is 12 slides long.

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 70

Original Text: Popular Human Developmental Theories Include: Sigmund Freud Robert Havighurst Daniel Levinson George Vaillant Lawrence Kohlberg

Updated Text: Popular Human Developmental Theories Include: Robert Havighurst Daniel Levinson George Vaillant

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Key Concepts Answer Key and Student Version

Original Text: Erikson’s Eight Stages of Development (Part 3) •Includes: -adolescent: 12 to 18 years •focuses on exploring independence to develop a sense of self •exploring possibilities, forming their own identity and learning the role they will hold as an adult -young adult: 18 to 35 years •involves individuals seeking companionship and love •the need to form intimate, loving relationships with other people -middle-aged adult: 40 to 65 years •learning generativity versus stagnation •focuses on career and family •establishing stability -late adulthood: over the age of 65 •learning integrity versus despair •focuses on looking back on life and feeling fulfillment

Updated Text: Erikson’s Eight Stages of Development (Part 3) •Includes: -adolescent: 12 to 18 years •identity versus role confusion •focuses on exploring independence to develop a sense of self and personal identity -young adult: 18 to 35 years •intimacy and relationship building versus isolation •involves individuals seeking companionship and love -middle-aged adult: 40 to 65 years •learning generativity versus stagnation •focuses on career and family •establishing stability -late adulthood: over the age of 65 •learning integrity versus despair •focuses on looking back on life and feeling fulfillment

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slides 71-72

Updated Text: Deleted slides

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Key Concepts Answer Key and Student Version

Original Text: Sigmund Freud •Was an Austrian physician who specialized in nervous and mental diseases •Argued human behavior is the result of the interactions among three component parts of the mind -id: primitive instinct -ego: decision making -superego: values and morals •Studied psychoanalytical development -the process of growth and development of the biological components of personality •Developed the psychoanalytical theory -states personality develops during childhood and is critically shaped through a series of psychosexual changes, which he called his psychosexual theory of development

Updated Text: Deleted

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 73

Original Text: Psychoanalytical Development Refers to the process of growth and development of the biological components of personality development of unconscious impulses, anxieties and internal conflicts the unconscious exposes the true feelings, emotions and thoughts of an individual

Updated Text: Deleted slide

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Key Concepts Answer Key and Student Version

Original Text: Havighurst's Developmental Tasks •Include: infancy and early childhood: birth to 5 years •learn to walk, talk and form relationships with family members -middle childhood: six to 12 years •developing physical skills, school-related skills such as reading, writing and counting, conscience and values and attaining independence -adolescence: 13 to 18 years •establishing emotional independence, gender-based role in society, mature relationships and learning occupational skills -early adulthood: 19 to 30 years •establishing a career, choosing a partner, making a family and home -middle age: 31 to 60 years •performing civic and social responsibilities and adjusting to physiological changes -later maturity: over 60 years •adjusting to deteriorating health, physical strength, retirement and loss of a spouse

Updated Text: Havighurst's Developmental Tasks •Include: infancy and early childhood: birth to 5 years •learn to walk, talk and form relationships with family members -middle childhood: six to 12 years •developing physical skills, school-related skills such as reading, writing and counting, conscience and values and attaining independence -adolescence: 13 to 18 years •establishing emotional independence, mature relationships and learning occupational skills -early adulthood: 19 to 30 years •establishing a career, making a family and home -middle age: 31 to 60 years •performing civic and social responsibilities and adjusting to physiological changes -later maturity: over 60 years •adjusting to deteriorating health, physical strength, retirement and loss of a spouse

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 74

Original Text: Psychoanalytical Theory States personality develops during childhood and is critically shaped through a series of psychosexual changes, which he called his psychosexual theory of development

Updated Text: Deleted slide

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Key Concepts Answer Key and Student Version

Original Text: Lawrence Kohlberg •Was an American psychologist •Believed individuals progress through stages of moral development like they progress through stages of cognitive development •Proposed the theory of moral development, which consists of three levels and six stages -pre-conventional morality applies to younger children, whose moral code is shaped by standards of adults •stage one: obedience and punishment •stage two: individualism and exchange -conventional morality: applies to adolescents and adults which begin to adopt the moral standards of adult role models •stage three: good interpersonal relationships •stage four: law and order -post-conventional morality applies to adults •principles and morals are based on individual rights and justice •stage five: social contract and individual rights •stage six: universal principle

Updated Text: Deleted

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 73, previously 77

Original Text: Developmental Tasks Task: Infancy & Early Childhood (birth to 5 years) Description: Learning to walk, learning to control bodily wastes, learning to talk, learning to form relationships with family members; Task: Middle Childhood (six to 12 years) Description: Learning physical skills for playing games, developing school-related skills such as reading, writing and counting, developing conscience and values, attaining independence; Task: Adolescence (13 to 18 years) Description: Establishing emotional independence from parents, equipping self with skills needed for productive occupation, achieving gender-based social role, establishing mature relationships with peers of both sexes

Updated Text: Developmental Tasks Task: Infancy & Early Childhood (birth to 5 years) Description: Learning to walk, learning to control bodily wastes, learning to talk, learning to form relationships with family members; Task: Middle Childhood (six to 12 years) Description: Learning physical skills for playing games, developing school-related skills such as reading, writing and counting, developing conscience and values, attaining independence; Task: Adolescence (13 to 18 years) Description: Establishing emotional independence from parents, equipping self with skills needed for productive occupation, establishing mature relationships with peers

Component: *iCEV Human Growth & Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 84, previously 88

Original Text: Level Three-Post-conventional Morality Applies to adults principles and morals are based on individual rights and justice Stage: Stage Five Social Contract & Individual Rights Description: Individuals focus on doing what is best for society and respecting individual rights: Stage Six Universal Principle Description: Individuals have developed their own set of moral guidelines and are prepared to defend these principles

Updated Text: Deleted slide

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 74, previously 78

Original Text: Developmental Tasks Task: Early Adulthood (19 to 30 years) Description: Choosing a partner, establishing a family, managing a home, establishing a career; Task: Middle Age (31 to 60 years) Description: Maintaining economic standard of living, performing civic and social responsibilities, relating to spouse as a person, adjusting to physiological changes; Task: Later Maturity (over 60 years) Description: Adjusting to deteriorating health and physical strength, adjusting to retirement, meeting social and civil obligations, adjusting to death or loss of spouse

Updated Text: Developmental Tasks Task: Early Adulthood (19 to 30 years) Description: Establishing a family, managing a home, establishing a career; Task: Middle Age (31 to 60 years) Description: Maintaining economic standard of living, performing civic and social responsibilities, relating to spouse as a person, adjusting to physiological changes; Task: Later Maturity (over 60 years) Description: Adjusting to deteriorating health and physical strength, adjusting to retirement, meeting social and civil obligations, adjusting to death or loss of spouse

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 81, previously 85

Original Text: Lawrence Kohlberg Was an American psychologist born in Bronxville, New York Lived from 1927-1987 Believed individuals progress through stages of moral development just as they progress through stages of cognitive development Is best known for his theory of moral development which consists of three levels and six stages

Updated Text: Deleted slide

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 82, previously 86

Original Text: Level One-Pre-conventional Morality Applies to younger children which do not have a personal code of morality moral code is shaped by standards of adults Stage: Stage One Obedience & Punishment Description: Individuals gain motivation to avoid punishment and may lack independent moral reasoning; Stage: Stage Two Individualism & Exchange Description: Individuals are focused on fulfilling self-interests, while acknowledging different people have different views

Updated Text: Deleted slide

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Slide 83, previously 87

Original Text: Level Two-Conventional Morality Applies to most adolescents and adults which begin to adopt the moral standards of adult role models Stage: Stage Three Good Interpersonal Relationships Description: Individuals emphasize the importance of being kind to others and engage in good behavior in order to be seen as a good person; Stage: Stage Four Law & Order Description: Individuals become aware of and obey rules society in order to uphold the law

Updated Text: Deleted slide

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 9798888640111

Type: Editorial Change

Location: Human Developmental Theories Action Plan

Original Text: Class 5 slide count: This segment is 20 slides long.

Updated Text: Class 5 slide count: This segment is 12 slides long.

Feedback and Publisher Responses

Component: *iCEV Human Growth and Development (Individual Course)*
ISBN: 8888640111001

Page Number(s): Activity-Job Search

URL:

View Content

Feedback Text: this needs to include DEGREE REQIREMENTS FOR EACH JOB. A student should not be able to assume they can get a job as a middle school counselor just because they have an associated degree or bachelors degree in education, or counseling, etc. This activity should include a portion that ensures students know degrees for each. Imagine a student needing a doctorate degree and start pursing the career.

Publisher Response: A direction will be added to clarify what information students should research and record for each job posting.

Publisher: CEV Multimedia

Instructional Practices

Program: iCEV Instructional Practices (Individual Course): TEKS

Editorial Changes

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Slide 19

Original Text: Kolb's Theory Is represented by a four-stage learning cycle concrete experience reflective observation abstract conceptualization active experimentation Suggests effective learning occurs when an individual progresses

through a cycle of all four stages Development Element: Learners may enter the learning cycle at any point and will learn best if they practice all four cycles.

Updated Text: Deleted slide

Component: ***iCEV Instructional Practices (Individual Course)***
ISBN: 9798888640128

Type: Editorial Change

Location: Diversity in the Classroom Key Concepts Student Version

Original Text: Dimensions of Diversity •Are divided into: _____ dimensions •cannot be _____ •race, ethnicity, _____, sexuality and physical ability _____ dimensions • change over _____ • _____, education level, work and military experience, geographic location, socio-economic status, relational status Cultural Locations •Consist of: race ethnicity _____ gender sexuality ability religion nationality _____ background •Influence how _____ an individual is in their _____ at the _____ is mainstream society located on the margins is part of a _____ group

Updated Text: Dimensions of Diversity •Are divided into: _____ dimensions •cannot be _____ •race, ethnicity, _____ and physical ability _____ dimensions •change over _____ • _____, education level, work and military experience, geographic location, socio-economic status, relational status Deleted

Component: ***iCEV Instructional Practices (Individual Course)***
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Slide 20

Updated Text: Deleted slide

Component: ***iCEV Instructional Practices (Individual Course)***
ISBN: 9798888640128

Type: Editorial Change

Location: Diversity in the Classroom Key Concepts Answer Key

Original Text: National Education Association •Believes: diverse societies enrich all individuals •similarities and differences education should foster a vibrant, pluralistic society that authentically reflects diverse populations and cultural perspectives

Updated Text: Deleted

Component: ***iCEV Instructional Practices (Individual Course)***
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Action Plan

Original Text: Class 1 and 2 Essential Question Number 3-What are the educational practices within Kolb's theory?

Updated Text: 3. What are the educational practices within Piaget’s theory?

Component: ***iCEV Instructional Practices (Individual Course)***
ISBN: 9798888640128

Type: Editorial Change

Location: Diversity in the Classroom Key Concepts Student Version

Original Text: National Education Association •Believes: _____ societies enrich all individuals •similarities and differences education should _____ a vibrant, pluralistic society that authentically reflects diverse populations and _____ perspectives

Updated Text: Deleted

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Final Assessment Anwer Key and Student Version Question 15

Original Text: Kolb's theory states learning is the process in which new ideas or concepts are created through prior knowledge and experiences.

Updated Text: Erikson's theory proposes individual's experience social and emotional development in eight distinct stages.

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Key Concepts Answer Key Learning and Human Development Segment

Original Text: Kolb's Theory (Part 1) Is the learning process which new ideas of concepts are created through prior knowledge and experiences learning is a continuous process obtained through experiences learning requires the resolution of conflicts learning involves adapting to the world and interacting with the environment learning is the process of creating knowledge from the interaction between social and personal knowledge Is represented by four stages: concrete experience reflective observation abstract conceptualization active experimentation Suggests effective learning occurs when the individual progresses through all stages Kolb's Theory (Part 2) Educational practices include: allowing for collaborative learning or groups incorporating research projects or case studies using simulations providing discovery learning activities

Updated Text: Deleted

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Key Concepts Student Version Learning and Human Development Segment

Original Text: Kolb's Theory (Part 1) Is the learning process which new ideas of _____ are created through prior knowledge and experiences learning is a continuous process obtained through _____ learning requires the _____ of conflicts learning involves _____ to the world and interacting with the environment learning is the process of creating knowledge from the interaction between _____ and personal knowledge Is represented by _____ stages: concrete experience _____ observation abstract conceptualization active _____ Suggests effective learning occurs when the individual progresses through _____ Kolb's Theory (Part 2) Educational practices include: allowing for collaborative learning or _____ incorporating _____ projects or case studies using _____ providing _____ learning activities

Updated Text: Deleted

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Key Concepts Answer Key and Student Version Learning and Human Development Segment

Original Text: Class 1 and 2 Essential Question Number 3-What are the educational practices within Kolb's theory?

Updated Text: 3. What are the educational practices within Piaget's theory?

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Student Handout-Theories

Original Text: Kolb's Theory: 1. Concrete Experience - Learning from specific experiences and relating to others 2. Reflective Observation - Observing before making a judgement by viewing the environment from different perspectives 3. Abstract conceptualization - Logical analysis of ideas and acting on intellectual understanding of a situation 4. Active experimentation - Ability to get things done by influencing people and events through action

Updated Text: Deleted

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Diversity in the Classroom Slide 4

Original Text: Can be divided into: primary dimensions cannot be changed includes race, ethnicity, gender, sexuality and physical ability secondary dimension can change over time includes religion, education level, work experience, military experience, geographic location, socio-economic status, relational status

Updated Text: Can be divided into: primary dimensions cannot be changed includes race, ethnicity, gender and physical ability secondary dimension can change over time includes religion, education level, work experience, military experience, geographic location, socio-economic status, relational status

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Diversity in the Classroom Slide 5

Original Text: Consist of identity markers such as: race ethnicity age gender sexuality ability religion nationality educational background

Updated Text: Deleted

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Diversity in the Classroom Slide 7

Original Text: National Education Association Believes: a diverse society enriches all individuals similarities and differences among race, ethnicity, national origin, language, geographic location, religion, gender, sexual orientation,

gender identification, age, physical ability, size, occupation, and marital, parental or economic status form the fabric of a society education should foster a vibrant, pluralistic society that authentically reflects diverse populations and cultural perspectives

Updated Text: Deleted

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Slide 14

Original Text: Include various principles and theories from well-known theorists Jean Piaget David Kolb Lev Vygotsky Erik Erikson

Updated Text: Include various principles and theories from well-known theorists Jean Piaget Lev Vygotsky Erik Erikson

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Diversity in the Classroom Slide 8

Original Text: Are more diverse than any other time in history students represent different races, ethnicities, cultures and socioeconomic backgrounds and speak many different languages students have a wide range of academic, physical and social abilities or skills students come from backgrounds which include a range of family situations

Updated Text: Are more diverse than any other time in history students represent different races, ethnicities, cultures and socioeconomic backgrounds and speak many different languages students have a wide range of academic, physical and social abilities or skills

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Creating a Successful Learning Environment Slide 18

Original Text: Kolb's Theory States learning is the process in which new ideas or concepts are created through prior experiences and knowledge learning is a continuous process obtained through experiences learning requires the resolution of conflicts learning involves adapting to the world and interacting with the environment learning is the process of creating knowledge as a result of the interaction between social and personal knowledge

Updated Text: Deleted slide

Component: *iCEV Instructional Practices (Individual Course)*
ISBN: 9798888640128

Type: Editorial Change

Location: Diversity in the Classroom Key Concepts Answer Key

Original Text: Dimensions of Diversity •Are divided into: primary dimensions •cannot be changed •race, ethnicity, gender, sexuality and physical ability secondary dimensions •change over time •religion, education level, work and military experience, geographic location, socio-economic status, relational status Cultural Locations •Consist of: race ethnicity age gender sexuality ability religion nationality educational background •Influence how fixed an individual is in their society at the center is mainstream society located on the margins is part of a hidden group

Updated Text: Dimensions of Diversity •Are divided into: primary dimensions •cannot be changed •race, ethnicity, gender and physical ability secondary dimensions •change over time •religion, education level, work and military experience, geographic location, socio-economic status, relational status Deleted

Publisher: CEV Multimedia

Medical Billing and Coding

Program: iCEV Medical Coding & Billing (Individual Course): TEKS

Feedback and Publisher Responses

Component: ***iCEV Medical Coding and Billing (Individual Course)***
ISBN: 8888640142001

Page Number(s): 1

URL:

View Content

Feedback Text: The internet is not a reliable source for coding information. Students should always have a set of coding books for reliable and accurate information. If students are using the internet, they should be directed to cms.gov.

Publisher Response: Directions will be added to have students access a CPT coding manual.

Component: ***iCEV Medical Coding and Billing (Individual Course)***
ISBN: 8888640142001

Page Number(s): Slides 10

URL:

View Content

Feedback Text: Slide 10 - Reflects events which often occurs in other parts of the body. We are not sure what this is supposed to mean. It is too vague.

Publisher Response: Content will be added to define examples and provide context.

Component: ***iCEV Medical Coding and Billing (Individual Course)***
ISBN: 8888640142001

Page Number(s): Slides 28-29

URL:

View Content

Feedback Text: The implied consent information is really vague. Including other examples or rewording the description will be helpful.

Publisher Response: Content will be added to define examples in addition to those currently listed on the slide.

Component: ***iCEV Medical Coding and Billing (Individual Course)***
ISBN: 8888640142001

Page Number(s): Slides 30-31

URL:

View Content

Feedback Text: Slide 30 is talking about the release of information, NOT information WITHIN the medical record.

Publisher Response: Content will be added to define examples of information and documentation within medical records.

Publisher: CEV Multimedia

Medical Microbiology

Program: iCEV Medical Microbiology (Individual Course): TEKS

Feedback and Publisher Responses

Component: ***iCEV Medical Microbiology (Individual Course)***
ISBN: 8888640159001

Page Number(s): Activity - Disc Diffusion Test

URL:

View Content

Feedback Text: Have students add the date when labeling their plates. This is a standard procedure and allows everyone who handles the agar plate to know the date of inoculation.

Publisher Response: A direction will be added for students to include the date when labeling.

Component: ***iCEV Medical Microbiology (Individual Course)***
ISBN: 8888640159001

Page Number(s): Slides 22-28

URL:

View Content

Feedback Text: For slide 24 on conclusions, I would not use the terminology of accepting a hypothesis. In science, nothing is 100% certain so we never accept a hypothesis we fail to reject. Fail to reject is the correct terminology.

Publisher Response: Content which can be misconstrued as accepting a hypothesis being synonymous with failing to reject a hypothesis will be removed.

Component: ***iCEV Medical Microbiology (Individual Course)***
ISBN: 8888640159001

Page Number(s): Slides 4-17

URL:

View Content

Feedback Text: Throughout these slides, the term "results" is used. It would be better and make more sense to use "scientific findings". When you use results the reader can get confused thinking you are talking about the results section of a paper which would be reported differently than scientific findings.

Publisher Response: Content which can be misconstrued as results being synonymous with findings will be edited.

Publisher: CEV Multimedia

Principles of Education and Training

Program: iCEV Principles of Education & Training (Individual Course): TEKS

Feedback and Publisher Responses

Component: ***iCEV Principles of Education and Training (Individual Course)***
ISBN: 8888640197001

Page Number(s): 5

URL:

View Content

Feedback Text: There is no mention about the fact that most slaves would not have received education. Apprenticeship is not an accurate term for slaves

Publisher Response: Content which can be misconstrued as slavery being synonymous with apprenticeship will be removed.

Component: ***iCEV Principles of Education and Training (Individual Course)***
ISBN: 8888640197001

Page Number(s): 88

URL:

View Content

Feedback Text: All students need to submit a summary of what they learned from the group presentations to demonstrate understanding of each skill.

Publisher Response: An additional direction for students to take notes over each presentation will be added to the directions.

Component: ***iCEV Principles of Education and Training (Individual Course)***
ISBN: 8888640197001

Page Number(s): Activity-Workplace B

URL:

View Content

Feedback Text: Since this activity encompasses so much information and has students attempting to learn eleven different areas, have students take notes or summarize after each presentation in order to allow them show understanding of all content areas in the project.

Publisher Response: An additional direction for students to take notes over each presentation will be added to the directions.

Component: ***iCEV Principles of Education and Training (Individual Course)***
ISBN: 8888640197001

Page Number(s): Activity-Workplace B

URL:

View Content

Feedback Text: The standard says to identify, but this project does not allow all students the chance to work within this topic. Please add a way for students to access all topics through summaries or note-taking, etc.

Publisher Response: An additional direction for students to take notes over each presentation will be added to the directions.

Component: *iCEV Principles of Education and Training (Individual Course)*
ISBN: 8888640197001

Page Number(s): Slides 25-32 & 44-49

URL:

View Content

Feedback Text: The narration should include communication through technology as an example of verbal communication-ie social media and video communication platforms such as Zoom or Microsoft Teams, Schoology, Google Classroom,PodcastsAlso as an example of written communication include blogs

Publisher Response: Content will be added to address communication through technology as an example of verbal communication, and blogs as an example of written communication.

Publisher: CodeHS, Inc.

Computer Science I

Program: Texas Computer Science 1: TEKS

Editorial Changes

Component: *Area of Triangle*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 10.1.7 Problem Guide

Location: Solution code, line 9

Original Text: Wanted to highlight an example of real division

Updated Text: Added: "Note that if you input an odd base and height of a triangle, the resulting division (base * height / 2) is an example of real division, where the area is a decimal number."

Component: *Program Testing*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 10.2.1

Location: Testing with Valid Test Data section, first sentence

Original Text: Missing paragraph that explains approaching to program testing (specs, expectations, test cases, etc).

Updated Text: Added paragraph: "In order to properly test your program, you need to think about the expected abilities and limitations of the program, and then create test cases that will guide your testing. Keeping the min function in mind, we might expect to be able to send in any real number (integer and non-integer) and get a real result out. If anything else is sent in, like a Boolean or string, then how do you want your program to respond?"

Component: *Pseudocode*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 14.5.1

Location: Assignment description, first paragraph

Original Text: Instructions section came before Pseudocode section.

Updated Text: Changed the order of sections, moving Pseudocode section to the top.

Component: *Pseudocode*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 14.5.1

Location: Assignment description, first and second paragraph

Original Text: Unlcear if they will actually code later in lesson

Updated Text: Added: "You will use your pseudocode as a guide to develop your actual code later in this lesson."

Component: *Timeline & Team Roles*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 14.5.2

Location: Assignment description, first sentence

Original Text: Missing language that explicitly called out specific collaboration/leadership skills in the activity

Updated Text: Added: "To be an effective leader while collaborating with peers, listen to their ideas, respect their opinions, and encourage open communication. Also, lead by setting a positive example, delegate tasks based on strengths, and celebrate achievements together as a team. Remember, it’s more important to hear everyone’s ideas than to be the loudest in the group."

Component: *What is a Resume?*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 15.2.3

Location: Article, bottom of page 1

Original Text: Needed to talk about computer science resumes specifically

Updated Text: Replaced article with one that addresses computer science resumes specifically.

Component: *Become an Expert*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 15.3.3

Location: Assignment description

Original Text: "In this activity you will..."

Updated Text: "In this activity, you will..."

Component: *Teach and Learn*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 15.3.4

Location: Exercise description

Original Text: Missing language to explicitly tell students to practice good verbal/nonverbal communication while presenting.

Updated Text: Added: "As you are presenting, be sure to keep in mind effective verbal communication (like speaking clearly and slowly) and nonverbal communication (like eye contact, smiling, and an open posture) skills."

Component: *Debugging Functions*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 16966

Location: Class Exercise section: 1a, 1b, 1c

Original Text: "The turnRight function is made up of turnRights! This won’t work because turnRight isn’t defined yet. We need to use turnLeft commands instead."

Updated Text: Removed the question about the recursive function and replaced with a question more appropriate for that lesson.

Component: *Debugging Strategies*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 2.13.1

Location: Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8

Original Text: SRP team couldn't see video.

Updated Text: We couldn't replicate issue, but have provided a new link to vew.

Component: *Debugging Strategies*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 2.13.1

Location: Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8

Original Text: "Error with punctuation or spelling"

Updated Text: "Programming error involving punctuation or spelling"

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 2.14.4

Location: Assignment description; Test Cases: Click the red check code button, see the third test case that starts with "It looks like your..."

Original Text: Missing explicit directions and opportunities to practice improving white space.

Updated Text: Modified activity: description; program lines 4, 7, and 12.

Component: *Quiz: Which Control Structure?*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 2.16.5

Location: Quiz questions

Original Text: "You need to write a program that has Karel move 6 times and then put a ball. Which control structure do you need to use?"

Updated Text: "You need to write a program that has Karel move forward 6 times and then put down a ball at the new location. Which control structure do you need to use?"

Component: *Functions in Karel*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 2.4.1

Location: Video: 1:15 - 2:00; Slides: 5-7 (To see the slides, choose Slides on the top toolbar)

Original Text: The function 5moves() is listed as "bad".

Updated Text: Changed the slide to say "Invalid" instead of "Bad" to address feedback.

Component: *Virus Detection and Prevention*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 4.4.6

Location: Page 1, "What is a Virus?" section and "Virus Detection" section

Original Text: No explicit mention of using anti-virus software to detect virus.

Updated Text: Added: "Ultimately you will likely need to run antivirus software to detect the presence of any viruses on your computer. If viruses are detected, many of these softwares will provide you with different options to deal with it."

Component: *Daily Activities*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 5.2.5

Location: Assignment description, first paragraph

Original Text: Used both single and double quotes

Updated Text: Updated solution code to only use double quotation marks for consistency

Component: *Daily Activities*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 5.2.5 Problem Guide

Location: Solution code, lines 4, 8, 12

Original Text: Used both single and double quotes

Updated Text: Updated solution code to only use double quotation marks for consistency

Component: *Using Built In Math Objects in JS*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 5.4.8

Location: Example description, first paragraph; Example code, lines 15-17

Original Text: No example of squaring a number

Updated Text: Added an example of using pow() to square a number.

Component: *Using Built In Math Objects in JS*
ISBN: 9798987718209

Type: Editorial Change

Current Page Number(s): 5.4.8

Location: Example description, third paragraph (starting "This example also shows how to use the Number library...")

Original Text: "let maxNumberPlusOne = Number.MAX_VALUE;"

Updated Text: Removed line of code since it took away from main point of example

Feedback and Publisher Responses

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 1.1.13

URL:

View Content

Feedback Text: CODEHS link doesn't work. but youtube does.

Publisher Response: Updated the video so that the CodeHS link works.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 10.1.7 Problem Guide

URL:

View Content

Feedback Text: If the students change the parameters to printTriangleArea to be all odd numbers, then the division is real division not integer division. You could explain this to the students so they can know the difference. Here is anexample of the change made and the output.function main() { printTriangleArea(5, 3); printTriangleArea(5, 9);}// This function prints out the area of// a triangle given its base and heightfunction printTriangleArea(base, height) { let area = (base * height) / 2; console.log(area);}main();ANSWERS:7.522.5

Publisher Response: Added comment to description that points out this case as an example of real division.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 10.2.1

URL:

View Content

Feedback Text: Testing a program does not mean experimenting with different parameters and observing the outcome. Testing a program means laying out program specs, creating test cases (including common cases and edge cases), and then running the program against those test cases. This is how program behavior is analyzed.

Publisher Response: Added a paragraph that talks about planning out the testing -- thinking through the expected abilities and limitations of the program and devising test cases to test these.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 14.5.1

URL:

View Content

Feedback Text: You might want to state to the students that while they will not code in this section/activity of the design process, they will code in the last step.

Publisher Response: Added sentence that informs students that they will be using pseudocode as a guide to develop their actual code later in this lesson.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 14.5.1

URL:

View Content

Feedback Text: Put paragraph defining pseudocode up top before any instructions

Publisher Response: Updated description to address feedback.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 14.5.2

URL:

View Content

Feedback Text: Gives students the opportunity to practice good leadership skills, but those skills should be explicitly called out in the activity (listen to team members' opinions, collaborate with each other, break down tasks fairly, etc)

Publisher Response: Added language in the activity description that briefly talks about being a leader among peers in order to foster effective collaboration.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 15.2.3

URL:

View Content

Feedback Text: PDF is ugly and unformatted. Low effort

Publisher Response: Replaced article with another article that is specific to computer science resumes.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 15.2.3

URL:

View Content

Feedback Text: It's useful to include the section about what a resume is, but in conjunction with what a computer science resume should look like.

Publisher Response: Replaced article with one that is specific to building a computer science resume.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 15.2.5

URL:

View Content

Feedback Text: Whereas most of the cited page does not really refer to what certification may be a appropriate and instead dream crushes student to the fact their first job experience will be in the help desk, this text minimally approached the TEK with : Out of the five certifications listed, which one most closely aligns with your future career goals? Why?

Publisher Response: Previous article was replaced with a new article from Indeed that includes a few more certification options, and also includes tips, benefits, and potential related jobs.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 15.2.5

URL:

View Content

Feedback Text: The whole PDF reads like a clickbait Internet article. There are irrelevant links scattered throughout the article (Top 10 Scrum Master certification, Open LinkedIn, Facebook, etc).There are no statistics to back up any of the claims other than the US Bureau of Labor Statistics datapoint.

Publisher Response: Previous article was replaced with a new article from Indeed that includes a few more certification options, along with tips, benefits, and potential related jobs.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 15.3.3

URL:

View Content

Feedback Text: There is a comma needed after the first-word activity.

Publisher Response: Added comma

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 15.3.4

URL:

View Content

Feedback Text: Helpful to tell students explicitly to practice good verbal/nonverbal communication while presenting.

Publisher Response: Added reminder to description about verbal and nonverbal speaking skills.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 2.13.1

URL:

View Content

Feedback Text: Seems to be a set of slides, not a video

Publisher Response: Couldn't replicate on our end, but generated new URL for you to use: https://codehs.com/lms/assignment/106355347

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 5.2.5

URL:

View Content

Feedback Text: Consistency with quotation marks would be nice. I'm not sure if it's intentional.

Publisher Response: Updated solution code to only use double quotation marks for consistency.

Component: *Texas Computer Science 1*
ISBN: 9798987718209

Page Number(s): 5.2.5 Problem Guide

URL:

View Content

Feedback Text: Suggest to keep programming style consistent and use either single or double quotes for string literals throughout your course.

Publisher Response: Replaced single quotes with double quotes for consistency.

Publisher: CodeHS, Inc.

Foundations of Cybersecurity

Program: Texas Foundations of Cybersecurity: TEKS

Editorial Changes

Component: ***How anti-malware works***
ISBN: 9798987718230

Type: Editorial Change

Location: Link was broken, new link works

Original Text: N/A

Updated Text: N/A

Component: ***Texas Foundations of Cybersecurity***
ISBN: 9798987718230

Type: Editorial Change

Current Page Number(s): 2.2.5

Location: Question 1

Original Text: See Question 1

Updated Text: See Question 4

Feedback and Publisher Responses

Component: ***CodeHS Texas Foundations of Cybersecurity***
ISBN: 9798987718230

Page Number(s): 1.1.2

URL:

View Content

Feedback Text: Because the breakout addresses online, could you modify to include the option of doing the short paragraph in question 4 in email as well.

Publisher Response: Updated #4 to include the option to email or message the paragraph to address the online aspect of the breakout.

Component: ***CodeHS Texas Foundations of Cybersecurity***
ISBN: 9798987718230

Page Number(s): 14.2.3

URL:

View Content

Feedback Text: Broken link inside the activity.

Publisher Response: Broken link has been fixed in new proposed changes item: https://codehs.com/student/2638095/section/424061/assignment/106061602

Publisher: CodeHS, Inc.

Fundamentals of Computer Science

Program: Fundamentals of Computer Science: TEKS

Editorial Changes

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment description, first paragraph

Original Text: Just first paragraph provided

Updated Text: Assignment description; paragraph 2

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment description, first paragraph

Original Text: Just first paragraph provided

Updated Text: Assignment description; paragraph 3

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment, first two sentences

Original Text: Just paragraph 1 and part of 3 provided

Updated Text: Assignment description; paragraph 2

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment, first sentence, content below "Step 3: Synthesize and Reflect"

Original Text: Criteria for specific laws omitted

Updated Text: Assignment description; research questions under "In your research, you should consider the following questions:"

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment description, questions 1-4

Original Text: Only questions listed - no content prior to the questions

Updated Text: Sidebar content; question 5

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment description, two questions

Original Text: Questions regarding AUP omitted

Updated Text: Assignment description; questions 2-3

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment description, Questions 1-3

Original Text: Question regarding AUP omitted

Updated Text: Assignment description; question 4

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment, sixth bullet

Original Text: No mention of body language

Updated Text: Assignment description; presentation criteria under "During your presentation, you should:" section

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Planning Notes, third bullet

Original Text: No mention of body language in criteria

Updated Text: Lesson plan; final bullet under Activities section of Teaching and Learning Strategies heading

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment description, instructions

Original Text: Just 3 items listed

Updated Text: Assignment description; bullets 3-4

Component: *Texas Fundamentals of Computer Science*
ISBN: 9798987718247

Type: Editorial Change

Location: Assignment description, instructions

Original Text: Just 3 items listed

Updated Text: Assignment description; bullets 5-6

Component: *Social Media Clean-up*
ISBN: 9798987718247

Type: Editorial Change

Current Page Number(s): 10.1.7

Location: Question added to the end of example - not originally included in this example

Original Text: (no additional question at the end)

Updated Text: How have computers and technology affected your social life?

Feedback and Publisher Responses

Component: *CodeHS Fundamentals of Computer Science*
ISBN: 9798987718247

Page Number(s): 10.1.7

URL:

View Content

Feedback Text: What have they seen in their own lifetime on how computers and technology have affected their social environment/life/friends?

Publisher Response: Added proposed question to the activity.

Component: *CodeHS Fundamentals of Computer Science*
ISBN: 9798987718247

Page Number(s): 10.3.5

URL:

View Content

Feedback Text: Ask another question here as well as personal. Why does your school have an acceptable use policy?

Publisher Response: Added two questions related to a school's AUP or RUP.Added sample responses for the new questions in solution code.

Component: *CodeHS Fundamentals of Computer Science*
ISBN: 9798987718247

Page Number(s): 11.2.7

URL:

View Content

Feedback Text: This assignment goes to US News and students would have to make an account. This needs to be white-listed, but if students have to create an account it will probably have to be cleared with their IT. It doesn't ask for a lot of

information to make an account, but each school may have different rules.Maybe make a note in lesson plans: This access x links and you may need to clear them with IT etc.

Publisher Response: Added note to the assignment description explaining the purpose of the article better and directions if students choose to open any U.S. News links in the article. The article itself is a PDF version hosted on the codehs.com website and cited in the description. No additional whitelisting required by schools.

Component: *CodeHS Fundamentals of Computer Science*
ISBN: 9798987718247

Page Number(s): 8.1.4

URL:

View Content

Feedback Text: https://codehs.com/student/3958409/section/394462/assignment/97109786 The hint is not understandable from our perspective. We could not find the green box mentioned.

Publisher Response: The hint is for the block coding option teachers may choose to use in class. Revised directions to make this more explicit.

Component: *CodeHS Fundamentals of Computer Science*
ISBN: 9798987718247

Page Number(s): 8.8 Lesson Plan

URL:

View Content

Feedback Text: The lesson plan should list current Fundamentals of Computer Science TEKS. These are addressing 2.A-D

Publisher Response: Removed mapping to outdated standards from the lesson plans

Component: *CodeHS Fundamentals of Computer Science*
ISBN: 9798987718247

Page Number(s): 8.8 Lesson Plan

URL:

View Content

Feedback Text: These TEKS are not current in the lesson plan. There should be a section for Fundamentals of Computer Science 2.A-D

Publisher Response: Removed mapping to outdated standards from the lesson plans

Component: *CodeHS Fundamentals of Computer Science*
ISBN: 9798987718247

Page Number(s): 9.4.5

URL:

View Content

Feedback Text: Your program is fantastic and near to perfection. Your team should be VERT proud of themselves. Great Work!!!!!

Publisher Response: Thanks for the kind comments.

Publisher: Ellipsis Education (Coder Kids, Inc.)

Technology Applications, Kindergarten

Program: Texas Technology Applications - K: TEKS

Editorial Changes

Component: *Texas Technology Applications - K*
ISBN: 9798987914502001

Type: Editorial Change

Current Page Number(s): 3

Location: Procedure 1, Step 6b and c

Original Text: b. Then, open an internet browser window to a search engine website. Type in “GIF maker website” and hit the search button. c. Click the search result for www.ezgif.com and click the GIF Maker button at the top left of the screen.

Updated Text: c. To use an internet browser application to access a search engine, use the following steps. i. Open an internet browser application and access a search engine. Type in “GIF maker website” and hit the search button. ii. Click the search result for www.ezgif.com and click the GIF Maker button at the top left of the screen.

Component: *Texas Technology Applications - K*
ISBN: 9798987914502001

Type: Editorial Change

Current Page Number(s): 6

Location: Procedure 1, Step 9

Original Text: 9. To learn more about the career of digital animation, play the What Does an Animator do? Video by Everpost. Then pose the following questions to begin a class discussion.

Updated Text: 11. State that students will now watch a video to learn more about the career of digital animation. a. Ask students to brainstorm what applications could be used to access and watch a video in the classroom. i. Student responses may vary, but could include a web browser application or a specific video application like YouTube. b. Play the What Does an Animator do? video by Everpost on a video application. 12. Then, pose the following questions to begin a class discussion.

Publisher: Ellipsis Education (Coder Kids, Inc.)

Technology Applications, Grade 1

Program: Texas Technology Applications - 1: TEKS

Editorial Changes

Component: *Texas Technology Applications - 1*
ISBN: 9798987914519001

Type: Editorial Change

Current Page Number(s): 3

Location: Procedure 1, Step 7

Original Text: 7. Next, navigate to an image search website and demonstrate how to search for a specific image such as grass or rabbit.

Updated Text: 7. Next, navigate to an image search website on a computer and demonstrate how to search for a specific image such as grass or rabbit.

Component: *Texas Technology Applications - 1*
ISBN: 9798987914519001

Type: Editorial Change

Current Page Number(s): 7 to 8

Location: Procedure 2, Steps 9 to 10

Original Text: 9. Instruct students to complete this challenge independently. Monitor students' progress and provide support as needed. a. Encourage students to drag and drop the sprites to reposition them in the Stage if desired. b. As a challenge, have students click in the textbox of the say block for one of the sprites, delete the text, and type a different message for the sprite to say. 10. If time permits, have students share their stories with one another as they finish.

Updated Text: 9. Instruct students to complete this challenge independently. Monitor students' progress and provide support as needed. a. Encourage students to drag and drop the sprites to reposition them in the Stage if desired. b. As a challenge, have students click in the textbox of the say block for one of the sprites, delete the text, and type a different message for the sprite to say. 10. Have students use and/or connect their devices to a projector, smartboard, or another similar device to share their original programs with the class. a. Encourage students to explain how they created their projects.

Publisher: Ellipsis Education (Coder Kids, Inc.)

Technology Applications, Grade 2

Program: Texas Technology Applications - 2: TEKS

Editorial Changes

Component: *Texas Technology Applications - 2*
ISBN: 9798987914526001

Type: Editorial Change

Current Page Number(s): 5

Location: Procedure 1, Step 12

Original Text: 12. Ask students what tools they think technical writers might use every day. Some of these tools may include the following.

Updated Text: 12. Ask students what devices and software applications they think technical writers might use every day to create content. Compile a list on the board for students to view. Some of these tools may include the following.

Publisher: Ellipsis Education (Coder Kids, Inc.)

Technology Applications, Grade 3

Program: Texas Technology Applications - 3: TEKS

Feedback and Publisher Responses

Component: *Texas Technology Applications - 3*
ISBN: 9798987914533001

Page Number(s): 2

URL:

View Content

Feedback Text: Typing error: In 6 it goes from d to a.6. After the video, review the content with the following discussion questions.a. Why should a password be kept private?i. To protect yourself, your computer, and your online identityb. The video suggests creating a different password for every online account. Why is this important?i. If all your accounts have the same password and someone were to guess or discover yourpassword information, they would have access to every online account rather than just one.c. What are some ways to create a strong and secure password?i. Use a mix of upper and lowercase letters, numbers, and symbols.d. If you think someone has access to your passwords or accounts, what can you do?i. Tell a trusted adult right away.a. Tell students to keep passwords stored somewhere safe for reference. Students should also practiceprocedures for logging off accounts and devices regularly to protect identities, as well.

Publisher Response: This change has been documented in the LCEC form and the proposed change will be added as an addition to our sample for the public to review. This proposed change can be found here: https://drive.google.com/file/d/1mzmySw5g40d9m2R3O-a6jNbuP11NBE32/view?usp=drive_link

Publisher: Ellipsis Education (Coder Kids, Inc.)

Technology Applications, Grade 4

Program: Texas Technology Applications - 4: TEKS

Editorial Changes

Component: *Texas Technology Applications - 4*
ISBN: 9798987914540001

Type: Editorial Change

Current Page Number(s): 5

Location: Procedure 2, Step 8

Original Text: 8. Ask the class to brainstorm a list of ways they might incorporate an additional variable into the game. List student responses on the board.

Updated Text: 8. Ask the class to brainstorm a list of ways they might incorporate an additional variable into the game. List student responses on the board. Alternatively, have students discuss possible solutions with a partner.

Component: *Texas Technology Applications - 4*
ISBN: 9798987914540001

Type: Editorial Change

Current Page Number(s): 6

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Location: Procedure 3, Step 2

Original Text: 2. If time allows, debrief the Ask, Imagine, and Plan steps students completed today while following the design process. Pose the questions below.

Updated Text: 2. Debrief the Ask, Imagine, and Plan steps students completed today while following the design process. Pose the questions below.

Feedback and Publisher Responses

Component: *Texas Technology Applications - 4*
ISBN: 9798987914540001

Page Number(s): 6

URL:

View Content

Feedback Text: Step 2 should not be an optional part of the lesson. This step addresses the breakout.

Publisher Response: This change has been documented in the LCEC form and the proposed change will be added as an addition to our sample for the public to review. This proposed change can be found here: https://drive.google.com/file/d/1jcycHZUz9Y03akm1r7-JSahyxejX_brn/view?usp=drive_link

Publisher: Compuscholar, Inc.

Technology Applications, Grade 6

Program: Tech Essentials: TEKS

Editorial Changes

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 1 Instructions

Location: "Define Your App" section, last paragraph before red callout

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the "Project Plan", "Requirements Document", and "Submitting Your Work" sections in Activity 1.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 1 Instructions

Location: "Form Teams" section, red callout, "Define Your App" section, last paragraph before red callout, "Project Plan" section, first paragraph

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the "Project Plan", "Requirements Document", and "Submitting Your Work" sections in Activity 1. Additional personal skills were added to Lesson 4 and reinforced in the "Project Plan" and "Requirements Documents" sections in Activity 1. We have removed the phrase "and your team" from "Define Your App" and the "Group" descriptor from the name of the chapter throughout the activity headers at the top.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 2 Instructions

Location: First Paragraph

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the first paragraph, "Create a Flowchart or Pseudocode", "Create a Design Document", and "Submitting Your Work" sections in Activity 2. We also added a new "Selecting the Final Project Plan and Requirements Document" section where the group will select/merge output from Activity 1.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 2 Instructions

Location: Second paragraph

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the first paragraph, "Create a Flowchart or Pseudocode", "Create a Design Document", and "Submitting Your Work" sections in Activity 2. We also added a new "Selecting the Final Project Plan and Requirements Document" section where the group will select/merge output from Activity 1. We have removed the "Group" descriptor from the name of the chapter throughout the activity headers at the top.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 4 Instructions

Location: First paragraph, "Create a Test Plan", and "Submitting Your Work"

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the first paragraph, "Create a Test Plan", and "Submitting Your Work" sections in Activity 4. We also added a new "Selecting the Final Test Plan" section where the group will select/merge output from individual test plans.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 4 Instructions

Location: First paragraph, "Create a Test Plan", and "Submitting Your Work"

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the first paragraph, "Create a Test Plan", and "Submitting Your Work" sections in Activity 4. We also added a new "Selecting the Final Test Plan" section where the group will select/merge output from individual test plans. We have removed the "Group" descriptor from the name of the chapter throughout the activity headers at the top.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Lesson 4

Location: "Personal Skills" , "Setting Goals" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Working Independently within a Group" section has been added to this page to identify this overall strategy, and the sections further down itemizing the main efforts for Activity #1, 2, and 4 have been updated to specify what students will do independently and how the group moves forward in the next stage by selecting one output (or combining the best of student work) from the previous stage.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Lesson 4

Location: "Personal Skills" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Working Independently within a Group" section has been added to this page to identify this overall strategy, and the sections further down itemizing the main efforts for Activity #1, 2, and 4 have been updated to specify what students will do independently and how the group moves forward in the next stage by selecting one output (or combining the best of student work) from the previous stage. We have also removed the phrase "(or as a team)" from the Personal Skills section and added examples more relevant to personal software design. We have removed the "Group" descriptor from the name of the chapter throughout the lesson and activity headers at the top.

Feedback and Publisher Responses

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 12, Lesson 4

URL:

View Content

Feedback Text: This is a weak "new feature" to focus on as emerging technologies that could easily be updated to be AI and ChatGPT in the future. The length of time that this product will be in use, and the emerging technologies aspect of this TEKS should be much more than just using transitions in slides!

Publisher Response: The 3rd Work-with-Me exercise in this lesson has been rewritten to let the student select from variety of new technologies (quantum computing, AR, AI, space telescopes, or other new topics).Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/12/L4/lesson.html

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 2, Lesson 1

URL:

View Content

Feedback Text: Although this TEKS is simply discussing approached with the knowledge that MS Office can be purchased for multiple platforms, it is apparent that this is biased to use the windows platform created office suite. What needs to be added is the understanding that Mac comes with their own office suite of Numbers, Pages, and Keynote, OR that there are possibilities that Apache Open Office is available to use on both iOS and Windows machines. This TEKS is introducing that there are different platforms for different uses, and for different persons with thinking and learning styles that vary. Consider expansion of the use of other possibilities, which are cost free, that might be available in other student environments. Possibly show a video of different environments and their uses? The all Apple Education campuses are somewhat left out here.

Publisher Response: Thanks for the feedback. Based on market research, the two overwhelming favorites for productivity applications - including MacOS users - are Microsoft Office and Google's online suite. Our course treats both of those productivity suites equally and campuses are encouraged to select one of these two suites that best meets their needs, regardless of OS. We have added an "Other Options" section to this lesson to show other suites exist, even though they are not focal points of the course.Please see the following lesson update:
https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/02/L1/lesson.html

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 5, Lesson 2

URL:

View Content

Feedback Text: Suggested to please include the HELP or the SPOTLIGHT within each software first. They are the experts on the software!

Publisher Response: Thank you for the suggestion. Most native application "Help" is now placed online in searchable formats, so our guidance to use search engines does not exclude the expert help provided by the product owners. Note the illustrated examples in this section demonstrate finding official Microsoft Word support articles for specific features. We have modified the 3rd and 4th paragraphs in the "Learning about Applications" section to highlight that your search results may include the official help documentation published by the product owner.Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/05/L2/lesson.html

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 6, Lesson 4

URL:

View Content

Feedback Text: This TEKS specifies that the student should be intentional in a specific audience direction as they are building their reports and graphs and recording data. No where is the subject referencing the different visual data

representations that are best for specific types of presentations, or collections of storage, and such. Example. Collect data on a chart for the bookkeeper, CFO, but present information quickly visually on a pie chart in a slide to a board meeting for quick referral. The key here is INTENTIONAL or conscious AUDIENCE.

Publisher Response: We have added a "Choosing the Right Level of Detail" section at the bottom of this lesson to guide students through consideration of the audience when selecting the right level of detail and visual format for information display.Please see the following lesson update:
https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/06/L4/lesson.html

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 6, Lesson 4

URL:

View Content

Feedback Text: Please consider adding a simple section of discussion about WHAT type visual or collection is Best for WHAT Audience. The information is all here, but there is not a direction of where to learn WHICH type collection or representation is best for what audience.

Publisher Response: We have added a "Choosing the Right Level of Detail" section at the bottom of this lesson to guide students through consideration of the audience when selecting the right level of detail and visual format for information display. Note that ALL types of visualization may be appropriate for specific audiences at specific times, depending on the situation. We avoid guidance like "Always show pie charts to executives" that would limit specific audiences to types of visuals.Please see the following lesson update:
https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/06/L4/lesson.html

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 6, Lesson 6

URL:

View Content

Feedback Text: Perhaps you can consider having the students continue saving productivity software as a pdf so it can be published online as an enrichment.

Publisher Response: We have updated the "Converting to PDF" section at the bottom to describe some online PDF-sharing options. We have additionally added step #5 in the "Work with Me" exercise in that lesson for optional student practice sharing PDFs online.Please see the following lesson update:
https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/06/L6/lesson.html

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 7, Activity 1 Instructions

URL:

View Content

Feedback Text: Suggested to use another form of informal and formal etiquette when communicating. Perhaps students can be shown an example of an email in ALL CAPS and how the audience will perceive it. Then students can complete an activity to learn how to effectively communicate via email without coming off as rude versus professionally.

Publisher Response: Thanks for the suggestion. We believe providing an example of good/bad digital etiquette is best done in the instructional material where students are learning about the subject, vs. in an activity where they are expected to practice what they have learned. Therefore, we have updated Chapter 7, Lesson 2 in the "Digital Etiquette" section to include example messages with both poor and good etiquette. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/07/L2/lesson.html

Publisher: Compuscholar, Inc.

Technology Applications, Grade 8

Program: Tech Essentials: TEKS

Editorial Changes

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 1, Lesson 3

Location: "File Tags" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a new "AI in File Management" section at the end of the lesson to address emerging digital organization strategies.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 1, Lesson 3

Location: "Work with Me" Exercise #2 - students will practice tagging files on a computer

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a new exercise at the end of the lesson, "Work with Me #3: AI File Management", to allow students to implement a basic AI-based file organization strategy

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 1, Lesson 4

Location: All sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Sharing and Collaboration" section at the end now highlights use of cloud storage as an emerging file management strategy due to recent shits in use of mobile devices and remote work.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 1, Lesson 4

Location: "Work with Me" Exercise - students will practice and analyze effective use of cloud and network storage locations

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Work with Me: Transferring Files Online" exercise at the end of this lesson is the first of many opportunities for students to leverage cloud services to store, share, and publish files online. Because we classify use of cloud storage as an emerging organizational strategy, any student exercise within the course that asks students to manage files in the cloud should meet this breakout criteria.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 10, Lesson 3

Location: "Variables and Assignment Statements", "Input and Output", "Mathematical, Comparison, Logical Operators", "Making Decisions", and "Creating Loops" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have expanded the "Example Pseudocode - Drawing a Spiral" section in this lesson with analysis of key patterns and features, starting with the paragraph "When reading pseudocode, there are several points of analysis you can study...". Similarly, the "Example Pseudocode - Summing Integers" section now has an analysis walk-through starting with the paragraph "Let's analyze this pseudocode..."

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 10, Lesson 3

Location: Yellow Callout Box in "When to Use Pseudocode and Flowcharts" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a yellow call-out box in the "When to Use Pseudocode and Flowcharts" section highlighting when pseudocode is used in the context of a project timeline.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 1 Instructions

Location: "Project Plan" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added text underneath the first bullet in the "Project Plan" section to enumerate the timeline's design phase deliverables, including pseudocode.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 2 Instructions

Location: Second paragraph

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the new second paragraph under the "Selecting the Final Project Plan and Requirements Document" section.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 3 Instructions

Location: Second paragraph

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the new second paragraph under the "Selecting the Design Elements" section.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Activity 4 Instructions

Location: Second paragraph

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the new second paragraph under the "Selecting the Final Test Plan" section.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Lesson 1

Location: "Project Planning and Timelines" and "Group Collaboration" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have updated the "Design Phase" section in this lesson to specify that pseudocode is part of this step in the project timeline - see the last paragraph and yellow call-out box. Also, as suggested, in the lesson's "Sample Documents" section, we have added pseudocode to the "Project Plan Template" documents (DOCX and PDF) in the

"Project Timeline" section under "Design Phase". We also listed pseudocode in the "Design Template" documents (DOCX and PDF) in the "Detailed Component Design" section.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 11, Lesson 1

Location: "Project Planning and Timelines" and "Group Collaboration" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the "Work with Me: Robot Chef Pseudocode" as suggested to include a delivery timeline statement as part of the pseudocode requirements.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 12, Lesson 3

Location: "Work with Me" Exercise #3 - Students will explore Creative Commons licensing, including citation of authors of original work

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a new exercise, "Work with Me #4: Creating Citations for Digital IP" at the end of this lesson.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 12, Lesson 3

Location: "Creative Commons Licensing and Open Source" section - first paragraph

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Citing Intellectual Property" section describing multiple citation formats for digital IP.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 12, Lesson 4

Location: "Work with Me" Exercise #3

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have updated the 3rd "Work with Me" exercise at the bottom of the page to introduce a variety of new technologies the students can explore (instead of focusing on a new feature of a familiar technology).

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 2, Lesson 4

Location: "Trends, Inferences, and Predictions" and "Transforming Data with Simple Formulas" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Using Digital Tools to Innovate" section near the bottom of this lesson to address this breakout.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 2, Lesson 4

Location: "Work with Me" Exercise - students will use spreadsheets to make predictions (analysis question #4)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "Work with Me #2: Robotics Competition" exercise near the bottom of this lesson to address this breakout.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 2, Lesson 4

Location: "Trends, Inferences, and Predictions" and "Transforming Data with Simple Formulas" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Using Digital Tools to Innovate" section near the bottom of this lesson to address this breakout.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 2, Lesson 4

Location: "Work with Me" Exercise - students will use transformed spreadsheet data to create new business plans (analysis questions #1 - #4)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "Work with Me #2: Robotics Competition" exercise near the bottom of this lesson to address this breakout.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 5, Lesson 3

Location: "Work with Me" Exercise #2 - Students will find articles online and practice creating citations

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have expanded the "Work with Me #2: Sample Citations" exercise to include student-generated citations for 3 different forms of digital media.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Chapter 5, Lesson 3

Location: "Citing Online Sources" and "MLA (Modern Language Association" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have updated the "Modern Language Association (MLA)" section to describe citations for a variety of digital media, including web articles, e-books, and videos.

Component: *Student Material*
ISBN: 9781946113030SM

Type: Editorial Change

Current Page Number(s): Citizenship Challenges Activity

Location: Click "Teacher Preview" then "L4.1: AI Research"

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: No changes made - instructions for finding content on original citation were reiterated.

Feedback and Publisher Responses

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 11, Activity 1 Iinstructions

URL:

View Content

Feedback Text: outstanding additions

Publisher Response: Thank you! No changes needed for this feedback.

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 11, Activity 4 Instructtions

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

URL:

View Content

Feedback Text: Thank you for the thoughtful **Editorial Changes** on this well designed and organized project.

Publisher Response: Thank you! No changes needed for this feedback.

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 12, Lesson 3

URL:

View Content

Feedback Text: there are 4 part to IP and missing is patents, trademarks, trade secrets.....

Publisher Response: Of the 4 forms (copyrights, patents, trademarks, trade secrets), we believe copyrights are the most relevant for students at this grade level. However, we have added an "Other Forms of Intellectual Property" section to this lesson with a brief introduction to the other 3 terms.The modified lesson can be found here: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/12/L3/lesson.html

Component: *Student Material*
ISBN: 9781946113030SM

Page Number(s): Chapter 9, Lesson 4

URL:

View Content

Feedback Text: We have questions on how engaging these text heavy narratives and activities are for students.

Publisher Response: We have added two images to this lesson to help visualize the textual descriptions inherent in the Python portion. The first image is in the "Nested Loops in Python" section, and the second image is in the second "Work with Me: Drawing Rectangles" exercise.The modified lesson can be found here: https://s3.amazonaws.com/cspublic/proc2024/tech_essentials/09/L4/lesson.html

Publisher: Compuscholar, Inc.

Computer Science I

Program: C# Programming: TEKS

Editorial Changes

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 13, Lesson 3

Location: "Method Naming Rules" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the "Method Naming Rules" section to specify the standard Pascal and camel case styles (see comments next to those examples in code). This section's final paragraph now also discusses Microsoft's standardized program style for methods.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 13, Lesson 3

Location: "Work with Me" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the "Work with Me: Character Artwork" exercise at the end, requiring the students to select their own method name following Microsoft's standardized program style.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 13, Lesson 4

Location: "Method Return Values", "Using Return Values" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the "roll()" method starting with the paragraph "Let's begin with a simple example method..."

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 13, Lesson 4

Location: "Method Return Values", "Using Return Values" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the "roll()" method starting with the paragraph "Let's begin with a simple example method..."

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 3 Activity Instructions

Location: Primitive values are used in many chapter activities; this activity is cited as one example. See "Steps to Complete this Activity" - Step 5

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "primitive" keyword in spots to reinforce that students are working with those types of variables in this exercise. Please see the top paragraph and the "Steps to Complete this Activity" section, step #5.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 3, Lesson 1

Location: Second paragraph

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "primitive" keyword is defined in the context of data types in Chapter 3, Lesson 1 - please see the second paragraph from the top.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 3, Lesson 2

Location: "Work with Me" Exercise - students will create and use appropriate primitive variables

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "primitive" keyword in appropriate spots to the "Work with Me: Simple Variable Assignments" exercise at the bottom of this lesson to reinforce that the student is actually operating on those types of variables.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 3, Lesson 2

Location: "Rules for Naming Variables", "Choosing Good Variable Names", and "Choosing a Consistent Style" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Standard Programming Styles" section to discuss the concepts and illustrate Microsoft's C# coding guidelines

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 3, Lesson 2

Location: "Work with Me" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have updated the "Work with Me" exercise at the end with a new "Standard Programming Style" section at the end, where students will convert non-standard code into a standard programming style.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 3, Lesson 2

Location: All sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "primitive" keyword and definition in the context of variables to the top of this lesson - please see the top paragraph. Additional "primitive" keyword reinforcement was added to the "Assigning Values to Variables" section - see the first line.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 5 Homework

Location: "Teacher Preview" then "L4.1: use String.Format() to build a string"

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the Chapter 5 homework problem 4.1 to clarify that students are using a standard formatting style when displaying the output data. The new citation URL leads to an image (PNG) with the changed text highlighted,

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 5 Lesson 4

Location: "Work with Me" Exercise - students will format and output a sales receipt

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Work with Me: Formatting a Receipt" exercise at the end of the lesson has been enhanced to specify use of standard formatting styles for currency and columns of data - see the paragraph after the display of the example receipt.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 5, Lesson 4

Location: All sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Standard Formatting Styles" section near the end of this lesson to formally discuss the way different kinds of data are normally formatted and displayed.

Component: *Student Material*
ISBN: 9781946113016SM

Type: Editorial Change

Current Page Number(s): Chapter 6, Lesson 3

Location: "Work with Me" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the "Work with Me: Conversion Practice" exercise at the end of this lesson to ensure students are writing and displaying binary and hex data in a standard formatting style. Please see the top paragraph and the paragraph just above the "MathCheck.cs" coding panel.

Feedback and Publisher Responses

Component: *Student Material*
ISBN: 9781946113016SM

Page Number(s): Chapter 14, Lesson 4

URL:

View Content

Feedback Text: Instead of Class Variable being used in the infographic, it really needs to be GLOBAL variable.

Publisher Response: The C# language does not support global variables (variables that do not belong to any class). The TEKS requirement is unfortunately a bit dated in this area, as modern OOP languages either don't support globals or best programming practices discourage their use.We can, however, add a yellow call-out box in this section to define a truly "global" variable and explain they are not used in C#.Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csharp/14/L4/lesson.html

Program: Java Programming: TEKS

Feedback and Publisher Responses

Component: *Student Material*
ISBN: 9781946113993SM

Page Number(s): Chapter 15, Lesson 2

URL:

View Content

Feedback Text: The TEKS say local and global for variables. Your text is using private and public. It wouldn't take much to put in a little blurb explaining the verbage.

Publisher Response: For context, the TEKS say: "differentiate between local and global scope access variable declarations"Our lesson currently describes "local" and "class" scope, which are the only two meaningful scopes in Java - global scope is not permitted. The TEKS are unfortunately a bit dated in this respect.We can put a callout box identifying "global" as a 3rd type of scope that is not found in Java. Here is an updated citation with the new lesson - see yellow callout box under the illustration in the "Defining Scope Access" section. https://s3.amazonaws.com/cspublic/proc2024/java/15/L2/lesson.html Note that the concepts of scope and public/private access are not the same. Both public and private modifiers can be applied to a variable with class scope.

Component: *Student Material*
ISBN: 9781946113993SM

Page Number(s): Chapter 3, Lesson 3

URL:

View Content

Feedback Text: We have to confess, we did not like this product 6 years ago. Now we are blown away by the quality. The interface that allows editing and running a program while still on the same page as the material is awesome. We like the structure, the information, and the activities. This is a billion times better than what we remember!!!! This is an example of a living textbook. You can quote us on this.

Publisher Response: Thank you! No changes needed for this feedback.

Component: *Student Material*
ISBN: 9781946113993SM

Page Number(s): Chapter 5, Lesson 6

URL:

View Content

Feedback Text: This IDE works like a real IDE. A lot of programs won't accept it unless you type in exactly how they expect the information to appear. I was able to edit the program in the IDE and it still worked. This is fantastic. It allows for creativity and exploration!! Yes you can quote us on that one too!

Publisher Response: Thank you! No changes needed for this feedback.

Component: *Student Material*
ISBN: 9781946113993SM

Page Number(s): Supplemental Chapter 2, Lesson 2

URL:

View Content

Feedback Text: Provide some tools and instructions, and/or a template to create a portfolio.

Publisher Response: We have added a links to sample portfolio templates to the "Portfolios" section in this lesson.Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/java/S2/L2/lesson.html

Component: *Student Material*
ISBN: 9781946113993SM

Page Number(s): Supplemental Chapter 2, Lesson 2 Activity Instructions

URL:

View Content

Feedback Text: This assignment would be richer if you add links to it for Chegg and other internship sites.https://www.internships.com/computer-science/texas

Publisher Response: For consistency with our other courses, we have added a "Contacting Employers - Job Searches" section with a variety of links (including the one suggested) to the narrative (Supplemental Chapter 2, Lesson 2 Text). That updated lesson can be seen here: https://s3.amazonaws.com/cspublic/proc2024/java/S2/L2/lesson.html The Activity Instructions have been updated to refer student back to this lesson text for a list of suggested search sites. That updated activity can be seen here: https://s3.amazonaws.com/cspublic/proc2024/java/S2/L2/activity.html

Component: *Student Material*
ISBN: 9781946113993SM

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Page Number(s): Supplemental Chapter 2, Lesson 2 Activity Instructions

URL:

View Content

Feedback Text: Great lessons.

Publisher Response: Thank you! No changes needed for this feedback.

Component: *Student Material*
ISBN: 9781946113993SM

Page Number(s): Supplemental Chapter 2, Lesson 2 Activity Instructions

URL:

View Content

Feedback Text: It may be richer to add handouts on what words to use to communicate. How do you phrase agreement or disagreement? Why do the words you use and the tone matter?

Publisher Response: We have expanded the second paragraph under "Conduct a Mock Interview" into two paragraphs that give more concrete examples of key words and phrases to use and the importance of body language and tone. Please see the following updated activity: https://s3.amazonaws.com/cspublic/proc2024/java/S2/L2/activity.html

Publisher: Compuscholar, Inc.

Computer Science II

Program: Java Programming: TEKS

Feedback and Publisher Responses

Component: *Student Material*
ISBN: 9781946113993SM

Page Number(s): Chapter 17, Lesson 1

URL:

View Content

Feedback Text: The TEKS use the phrase step-wise refinement. If you could add it into the vocabulary to explain that is what you are talking about...breaking problems into smaller pieces.

Publisher Response: The lesson's first paragraph currently includes this text:"By breaking a large project down into smaller pieces, you are practicing top-down design or stepwise refinement. It is often easier to identify, code, and test smaller pieces rather than trying to do the whole program at once."As requested, we have updated the lesson to make both bold phrases vocabulary words, meaning they have both tool-top pop-up definitions and are listed at the end of the page in the vocabulary summary. Here is an updated citation link to the new page: https://s3.amazonaws.com/cspublic/proc2024/java/17/L1/lesson.html

Component: *Student Material*
ISBN: 9781946113993SM

Page Number(s): Chapter 33 Activity Instructions

URL:

View Content

Feedback Text: Consider adding an element to the activity that actually counts executed statements in addition to the elapsed time.

Publisher Response: Apologies, we actually modified this activity to include statement execution counts prior to SRP review, but accidentally cited the older version of the activity. Here is a link to the current activity that is part of our production courses for the 2023-2024 SY: https://learning.compuscholar.com/repository/s3links/redirect.php?repoid=29&path=java2021%2F33%2FAct.2023%2Factivity.html Because the above citation requires the TEA SRP review login, we have copied the identical page out to a public location for inspection: https://s3.amazonaws.com/cspublic/proc2024/java/33/Act.2023/activity.html

Publisher: Compuscholar, Inc.

Fundamentals of Computer Science

Program: Computer Science Foundations: TEKS

Editorial Changes

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Type: Editorial Change

Current Page Number(s): Chapter 14, Lesson 3

Location: [creative design context]: "Initial Investigation" and "Requirements Documents" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added an "Understanding the Problem" section near the top of this lesson to more clearly identify a problem's purpose, description, and goals.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Type: Editorial Change

Current Page Number(s): Chapter 14, Lesson 3

Location: [creative design context]: "Initial Investigation" and "Requirements Documents" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added an "Understanding the Problem" section near the top of this lesson to more clearly identify a problem's purpose, description, and goals.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Type: Editorial Change

Current Page Number(s): Chapter 15, Lesson 1

Location: [algorithm design context]: First paragraph at the top and "Example - Finding the First Space in a String" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Reminder - Understand the Problem First" section near the top of this lesson to reinforce the need to understand a problem's purpose, description, and goals (as now defined in our new citation for Chapter 14, Lesson 3) before beginning the design process.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Type: Editorial Change

Current Page Number(s): Chapter 15, Lesson 1

Location: [algorithm design context]: First paragraph at the top and "Example - Finding the First Space in a String" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Reminder - Understand the Problem First" section near the top of this lesson to reinforce the need to understand a problem's purpose, description, and goals (as now defined in our new citation for Chapter 14, Lesson 3) before beginning the design process.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Type: Editorial Change

Current Page Number(s): Chapter 18, Lesson 2

Location: "Planned and Unplanned Impacts", "Unexpected Applications", and "Technology Impacts Jobs and Careers" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Added or updated yellow callout boxes at the bottom of the following sections asking students to give their own relevant examples: "Planned and Unplanned Impacts", "Unexpected Applications", "Harmful Effects", and "Technology Impacts Jobs and Careers". We also modified the "Innovative Changes" table under "Planned and Unplanned Impacts" to ask students to give their own projected long-term effects for each listed innovation.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Type: Editorial Change

Current Page Number(s): Chapter 29, Lesson 1 Text

Location: "Contacting Employers - Job Application", "Contacting Employers - Cover Letters", and "Follow-Up" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: A new "Contacting Employers - Job Searches" section has been added to provide example links to common online job search websites and the careers pages for major software companies.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Type: Editorial Change

Current Page Number(s): Chapter 29, Lesson 1 Text

Location: "Higher Education" section

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have extended the "Higher Education" section to include a table and discussion of comparison factors students might use to evaluate university degree programs.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Type: Editorial Change

Current Page Number(s): Chapter 29, Lesson 1 Text

Location: "Careers in Computers", "Internships", "Your Career Path", and "Job Trends in Computer Programming and Software Engineering" sections

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: This breakout has multiple possible interpretations. It could be read as asking students to publish the results of a job search through multiple types of "output" media (e.g. a report, PDF, online blog or social media post). However, job searches are inherently private exercises and individuals rarely publish their ongoing efforts in this manner, so we do not believe instructing students to do this was intended. A more likely interpretation is that students must report on their findings when searching through various types of job listings; online websites, newspapers, physical advertisements, and in-person job fairs can all be considered different types of "source" media. We have added a table of alternate media sources (beyond job-search websites) at the end of our new "Contacting Employers - Job Searches" section in this lesson.

Feedback and Publisher Responses

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 1, Lesson 2 Text

URL:

View Content

Feedback Text: the primary function to an electronic tablet is that it has a touchscreen.

Publisher Response: We have changed the definition of "tablet" from..."Very lightweight computer with integrated monitor, usually with a touch screen instead of a keyboard"...to..."Very lightweight computer with integrated touch screen instead of a keyboard."Please see the following lesson update:
https://s3.amazonaws.com/cspublic/proc2024/csfoundations/01/L2/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 1, Lesson 2 Text

URL:

View Content

Feedback Text: Students are naturally using processors while engaged with this lesson.

Publisher Response: We have added a yellow call-out box above the "Hardware Platforms" section to highlight student use of hardware components when consuming course material.Please see the following updated lesson:
https://s3.amazonaws.com/cspublic/proc2024/csfoundations/01/L2/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 10 Activity Instructions

URL:

View Content

Feedback Text: Great use of library

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 10, Lesson 4 Text

URL:

View Content

Feedback Text: On the initial table for Numbers in Binary, it would be helpful to see the digit highlighted or bolded in the 4 digit binary value in the the table for example, Decimal value 1 Binary value 0001 also,this is an area where defining base systems is imperative. Not only does this reinforce math TEKS for a cross curricular model, it defines the hexadecimal systems and ties into previous learning.

Publisher Response: Thank you, we have added a yellow callout box near the top of the "Numbers in Binary" section to define numbering system bases.The initial table in the "Numbers in Binary" section merely defines terms like bit, byte, kilobyte, megabyte, etc, and does not seem to be a good fit for the comment about showing 4-digit binary values. We believe the feedback is intended for the first table in "Counting in Binary" which shows both decimal and binary values. We have updated that table as requested with to show 4-digit binary values, highlighting in bold the parts of the binary value that correspond to the decimal number.Please see the following updated lesson:
https://s3.amazonaws.com/cspublic/proc2024/csfoundations/10/L4/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 14, Activity 2 Instructions

URL:

View Content

Feedback Text: I really like how the immediate feedback and teamwork is implicitly implied in this project with the use of pairing.

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 14, Lesson 2 Text

URL:

View Content

Feedback Text: Include crunch in timeline management.

Publisher Response: The existing lesson text already describes and illustrates an "extra safety margin" at the end of the timeline. We have added another sentence to the paragraph under the timeline image to expand on the use of that

safety margin to avoid "crunch" work.Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/14/L2/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 14, Lesson 3 Text

URL:

View Content

Feedback Text: Thank you so much for this! Sometimes students and (brand new teachers) find this challenging.

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 14, Lesson 3 Text

URL:

View Content

Feedback Text: Good documentation also helps you remember how and why code was written. can be extended to include explicitly that that is the code's 'purpose.'

Publisher Response: We have re-phrased the first bullet under "Requirements Document" to more explicitly call out identification of the purpose of writing the code.Pleas see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/14/L3/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 16 Activity Instructions

URL:

View Content

Feedback Text: Great lesson

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 18, Lesson 2 Text

URL:

View Content

Feedback Text: It was great that you provided questions for thinking of the unplanned result. The sections after only provided statements and not questions for the students to think about.

Publisher Response: We have added yellow call-out boxes at the end of "Unexpected Impacts", "Harmful Effects", and "Technology Impacts Jobs and Careers" with additional questions for student to consider.Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/18/L2/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 18, Lesson 2 Text

URL:

View Content

Feedback Text: Be mindful that the other sections in this text are not discussion questions but statements.

Publisher Response: Apologies, we are a little unclear on the nature of this feedback, which was given against an "Activity" citation but seems to refer to the other narrative text outside of the exercise. The blue "Work with Me" exercise cited for the activity contains both example impacts (statements) and discussion questions for students. The narrative section "Planned and Unplanned Impacts" has already been updated per earlier review comments to include both example statements and questions for students to brainstorm their own impacts. Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/18/L2/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 19, Lesson 1 Text

URL:

View Content

Feedback Text: ACM in vocabulary list the F in 'For' shouldn't be capitilized.

Publisher Response: We have corrected the capitalization of "for" in the vocabulary list. Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/19/L1/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 19, Lesson 1 Text

URL:

View Content

Feedback Text: The section cited does not demonstrate the verbage The activity covers required TEK and allows for the student demonstration of the TEK.

Publisher Response: We have added a series of 3 discussion points in the "Ethical Behavior for Computer Professionals" section that allows student to "demonstrate" understanding within the narrative. Please see the following lesson update: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/19/L1/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 23, Lesson 3 Text

URL:

View Content

Feedback Text: I really liked the troubleshooting area for students that are struggling.

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 25, Lesson 3 Text

URL:

View Content

Feedback Text: Colors and fonts are addressed, but not in detail especially in regards to how to create eye ease for the user. (use of complementary colors)

Publisher Response: Our existing Chapter 24, Lesson 2 contains information on contrasting colors, color theory, color wheels, and complementary or analogous colors. Apologies for not citing it as part of this breakout. Here is a citation to that existing lesson (requires TEA login):
https://learning.compuscholar.com/repository/s3links/redirect.php?repoid=29&path=apcsp%2F24%2FL2%2Flesson.html
We have copied the existing lesson as-is to a public venue so it can be reviewed without a login:
https://s3.amazonaws.com/cspublic/proc2024/csfoundations/24/L2/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 25, Lesson 4 Text

URL:

View Content

Feedback Text: Great activity for teaching how to manipulate pop ups!

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 29 Activity Instructions

URL:

View Content

Feedback Text: to make this adhere to the citation easier, encourage the teacher to asks for different medias and formats for presentation

Publisher Response: For context, the breakout reads "Report findings [of career opportunities] through various media".This breakout could be read as asking students to publish the results of a job search through multiple types of "output" media (e.g. a report, PDF, online blog or social media post). However, job searches are inherently private exercises and individuals rarely publish their ongoing efforts in this manner, so we do not believe instructing students to present findings in multiple output formats is meaningful.A more likely interpretation is that students must report on their findings when searching through various types of job listings. Online websites, newspapers, physical advertisements, and in-person job fairs can all be considered different types of "source" media. We have added a yellow call-out box under the "Exploring Job Sits" encouraging students to also seek jobs from these alternate source media (and this approach matches the lesson text).Please see the following update:
https://s3.amazonaws.com/cspublic/proc2024/csfoundations/29/Act/activity.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 29 Activity Instructions

URL:

View Content

Feedback Text: Source provides certification contact and opportunity, but not employment contact links.Links to job/employment sites for student contact would be needed.

Publisher Response: The Chapter 29, Lesson 1 Text has already been updated to include links to example job-search websites, per SRP request during the initial review. Rather than repeating those links in the Chapter 29 Activity Instructions, we have modified the first paragraph under "Exploring Job Sites" to refer students back to the original list in the lesson text.Please see the following lesson update:
https://s3.amazonaws.com/cspublic/proc2024/csfoundations/29/Act/activity.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 29, Lesson 1

URL:

View Content

Feedback Text: Terrific Job!

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 4 Activity Instructions

URL:

View Content

Feedback Text: Great problem solving opportunities!

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 7, Lesson 2 Text

URL:

View Content

Feedback Text: Thank you for providing the Python Library in the pdb process.

Publisher Response: Thank you, no further changes needed based on this feedback.

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 8, Lesson 1 Text

URL:

View Content

Feedback Text: while this lesson does a great example of using loops, can you include a section where there is discussion , ideally during the practice section? For example, 'Why is this the loop to use in this scenario?

Publisher Response: We have added the requested "Discussion" section at the end of the blue "Work with Me" exercise with several reflection questions.Please see the following updated lesson:
https://s3.amazonaws.com/cspublic/proc2024/csfoundations/08/L1/lesson.html

Component: *Computer Science Foundations - Student Material*
ISBN: 9781946113023SM

Page Number(s): Chapter 8, Lesson 2 Text

URL:

View Content

Feedback Text: Please consider changing the why? to a discussion section.

Publisher Response: We have converted the single "Why...?" question in the the blue "Work with Me" exercise to a "Discussion" section with several relevant questions.Please see the following updated lesson: https://s3.amazonaws.com/cspublic/proc2024/csfoundations/08/L2/lesson.html

Publisher: Decker & Associates, Inc.

Personal Financial Literacy and Economics

Program: Personal Financial Literacy and Economics for Real Life: TEKS

Feedback and Publisher Responses

Page Number(s): 1

URL:

View Content

Feedback Text: This offering for this newly created and mandated option necessary for graduation from high school in the State of Texas is nothing short of outstanding. We found the presentation of the material engaging, fresh and on-point to allow the teacher to convey the PFL/Econ TEKS/ELPS in a precise yet concise format that students will benefit from enormously. The scope and sequence is advanced which will give the teacher a lot of latitude in selecting their classroom approach. The students will benefit from the comprehensive body of material to learn the subject in a concrete and useful way. The level of rigor is high which might create a stretch goal for a fair percentage of students when taught by the less experienced teacher of either PFL or Econ.

Publisher Response: Thank you so much for your thorough review, and for taking the time to provide comments. We are thrilled to hear your positive feedback regarding our course – Personal Financial Literacy and Economics for Real Life. It is gratifying to know that you found the material engaging, fresh and 100% aligned with the TEKS/ELPS.Your recognition of the advanced scope and sequence, as well as the flexibility that it provides students is truly appreciated. We understand that high levels of rigor can be challenging, but we believe that it is essential to prepare students for real world success.In addition to our comprehensive curriculum, Decker & Associates also offers professional development opportunities for teachers of this course. Our goal is to support educators in being better prepared to effectively deliver this vital content. We believe that with the right training, resources, and support teachers can empower their students even further.Your review and feedback of our material reaffirms our commitment to delivering high quality educational materials that will benefit students and educators alike.We value your input and look forward to continuing to support the educational needs of Texas students. Thank you once again for your positive feedback.

Publisher: eDynamic Holdings LP

Astronomy

Program: Astronomy 1a/1b: TEKS

Editorial Changes

Component: *Astronomy 1a: Introduction*
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 2, Origin of the Universe

Original Text: In 1929 at the Mount Wilson Observatory, near Los Angeles, California, Edwin Hubble used powerful telescopes to discover that galaxies are moving away from us, some at alarming speeds. This discovery was the first real evidence of a Big Bang. Further observation found that galaxies farther away from us are moving away at a faster rate than galaxies closer to us. For example, if there were two galaxies and one was twice as far from us as the first, it would be moving away at a speed twice as fast. Hubble created a mathematical expression that predicts the rate of the expansion of the universe. This expression numerically shows how a galaxy's speed increases the farther it moves away from us. These observations, coupled with his expression of expansion, are known as Hubble's law.

Updated Text: In 1929 at the Mount Wilson Observatory, near Los Angeles, California, Edwin Hubble used powerful telescopes to discover that galaxies are moving away from us, some at alarming speeds. This discovery was the first real evidence of a Big Bang. Further observation found that galaxies farther away from us are moving away at a faster rate than galaxies closer to us. For example, if there were two galaxies and one was twice as far from us as the first, it would be moving away at a speed twice as fast. Hubble created a mathematical expression that predicts the rate of the expansion of the universe. This expression numerically shows how a galaxy's speed increases the farther it moves away from us. These observations, coupled with his expression of expansion, are known as Hubble's law. Remember, laws are phenomena or explanations that are considered provable, while theories are well supported explanations of phenomena that aren’t entirely provable.

Component: *Astronomy 1a: Introduction*
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 2, Origin of the Universe

Original Text: They shooed away pigeons from their telescope and looked out for other interference, but after much investigation, they found the hiss to be cosmic microwave background radiation. Cosmic microwave background radiation, or CMB for short, is the heat and light left over from the Big Bang. Originating billions upon billions of kilometers away, the original particles of radiation and gas compressed and expanded, creating the static sound of cosmic microwave background radiation. CMB is the echo of the Big Bang.

Updated Text: They shooed away pigeons from their telescope and looked out for other interference, but after much investigation, they found the hiss to be cosmic microwave background radiation. Cosmic microwave background radiation, or CMB for short, is believed to be the heat and light left over from the Big Bang. Originating billions upon billions of kilometers away, scientists theorize that the original particles of radiation and gas compressed and expanded, creating the static sound of cosmic microwave background radiation. CMB is considered the echo of the Big Bang.

Component: *Astronomy 1a: Introduction*
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 2, Origin of the Universe

Original Text: According to the Big Bang, the thermal energy from the original explosion was distributed in every direction as the universe expanded. When this occurred, radiation began to seep out as cosmic microwave background radiation. This cosmic background radiation now fills all of space.

Updated Text: According to the Big Bang, the thermal energy from the original explosion was distributed in every direction as the universe expanded. When this occurred, radiation began to seep out as cosmic microwave background radiation. This is why scientists believe cosmic background radiation now fills all of space.

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Type: Editorial Change

Location: Astronomy 1b: Exploring the Universe, Unit 1, Lab, 4th bullet point at the end

Original Text: After learning about how astronomy has evolved over the years, from when it was first named by the ancient Greeks in 600 BCE to some of the more recent space travel missions, you have a nice broad overview of the history of astronomy and all that it entails. However, sometimes exploring and looking at a topic in a more visual way can be helpful in your further understanding of it. Which is why for this lab you will take what you learned in the unit combined with plenty of online research to create a visual timeline that highlights some of the most significant events and moments in the history of astronomy. Now, you may be thinking that a timeline that covers the history of astronomy all the way back to 600 BCE would be pretty extensive—but don't worry. You do not need to include everything significant over the history of astronomy's existence, more like 8-10 items to highlight. You may choose any items over the long history of astronomy's existence between 600 BCE and now; however, these items/events should be somewhat spread out. For instance, do not choose five notable moments in the history of astronomy that all took place in the same year. In addition to researching and choosing 8-10 notable moments in the history of astronomy for your timeline, you will need to find images to go along with each. The goal of this timeline is to create a chronological, visual, progression of astronomy over the years, which means that you will need more than just text. However, you will still need text! For each item or event that you add to your timeline, you must include the following: At least one image The date and a title for the item/event A brief description Why you find this item or event notable in terms of the history of astronomy Any other pertinent information about this item/event Please include a list of the websites or resources that you used for research with your timeline. For more information on how you will be graded, refer to the rubric below.

Updated Text: After learning about how astronomy has evolved over the years, from when it was first named by the ancient Greeks in 600 BCE to some of the more recent space travel missions, you have a nice broad overview of the history of astronomy and all that it entails. However, sometimes exploring and looking at a topic in a more visual way can be helpful in your further understanding of it. Which is why for this lab you will take what you learned in the unit combined with plenty of online research to create a visual timeline that highlights some of the most significant events and moments in the history of astronomy. Now, you may be thinking that a timeline that covers the history of astronomy all the way back to 600 BCE would be pretty extensive—but don't worry. You do not need to include everything significant over the history of astronomy's existence, more like 8-10 items to highlight. You may choose any items over the long history of astronomy's existence between 600 BCE and now; however, these items/events should be somewhat spread out. For instance, do not choose five notable moments in the history of astronomy that all took place in the same year. In addition to researching and choosing 8-10 notable moments in the history of astronomy for your timeline, you will need to find images to go along with each. The goal of this timeline is to create a chronological, visual, progression of astronomy over the years, which means that you will need more than just text. Choose moments in history that highlight the impact of past research on society, including the contributions of diverse scientists. However, you will still need text! For each item or event that you add to your timeline, you must include the following: • At least one image • The date and a title for the item/event • A brief description o Name the scientist(s) (if applicable) and give a brief description of their background, anything that makes them a diverse voice in science, and where this research took place. o Highlight how this research has impacted society over time. • Why you find this item or event notable in terms of the history of astronomy • Any other pertinent information about this item/event When you have completed your timeline, choose one research-related astronomy event in history that you think has impacted society over time. Then, think about why the scientific community thought this research was valuable at the time. To think

through this, perform a cost-benefit analysis on this past research study to determine if it was valuable. You may remember that a cost-benefit analysis analyzes both the costs (money, time, human resources, etc.) it takes to accomplish a project and the benefits (improving health, furthering a country's defense goals, etc.) that the project will achieve. In your cost-benefit analysis, make sure to include the following: • How much the research study would have cost during the time it was performed. Include as much information as you can find online! • How this research impacted society at the time it was performed and throughout history. State whether you believe the research study was worth it after analysing the cost vs the benefit. Make sure to explain your position! Please also include a list of the websites or resources you used for research with your timeline and cost-benefit analysis.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 3, Age of the Universe

Original Text: How old is our universe? How long ago did the Big Bang take place? By measuring how fast galaxies are moving, analyzing the static of cosmic microwave background radiation, comparing the ages of nearby stars and galaxies, analyzing the nature of visible light, and modeling the rate of universe expansion, cosmologists are able to calculate the age of the universe to be approximately 14 billion years old.

Updated Text: If the Big Bang theory is correct, how old is our universe? How long ago do scientists believe the Big Bang took place? By measuring how fast galaxies are moving, analyzing the static of cosmic microwave background radiation, comparing the ages of nearby stars and galaxies, analyzing the nature of visible light, and modeling the rate of universe expansion, cosmologists theorize the age of the universe to be approximately 14 billion years old.

Component: ***Astronomy 1a/1b***
ISBN: 9781959433507

Type: Editorial Change

Location: Astronomy 1a: Introduction, Unit 6, Lab, 2nd bullet point

Original Text: While the unit offered a variety of interesting and important information regarding GAIA Mapping and how it is being used to create a detailed 3-D map of the Milky Way, there is SO much more to learn and discover about this incredible technology! For this lab, you will be digging a bit deeper into the realms of GAIA mapping to discover not only how it applies to astronomy and the Milky Way, but also how it has been used for other types of mapping situations! Start by researching GAIA mapping online—there is a lot of information available with numerous websites to choose from. You want to look for information about the European Space Agency's (ESA) Gaia mission as well as other non-astronomy-based applications of GAIA mapping. Gather and collect all of the information that you can find on GAIA mapping, the ESA Gaia mission, and other ways that GAIA mapping is used. Next, compile all of this information to create an informative and engaging slideshow presentation about GAIA. While you have complete creative freedom and control over how you design this presentation, you will need to include and address the following information: A basic explanation of what GAIA mapping is How the ESA is using Gaia mapping and the purpose of the ESA Gaia Mission Other ways that Gaia mapping is being used outside of astronomy-related endeavors Any additional information that you find that is interesting or relevant to Gaia mapping, either astronomy or non-astronomy based You must also include a title slide with your name and the name of your presentation as well as a slide listing any and all websites and references that you used for your presentation. Though not required, feel free to use charts or images to further enhance your presentation. For information on how you will be graded, please refer to the rubric below.

Updated Text: While the unit offered a variety of interesting and important information regarding GAIA Mapping and how it is being used to create a detailed 3-D map of the Milky Way, there is SO much more to learn and discover about this incredible technology! For this lab, you will be digging a bit deeper into the realms of GAIA mapping to discover not only how it applies to astronomy and the Milky Way, but also how it has been used for other types of mapping situations! Start by researching GAIA mapping online—there is a lot of information available with numerous websites to choose from. You want to look for information about the European Space Agency's (ESA) Gaia mission as well as other non-

astronomy-based applications of GAIA mapping. Gather and collect all of the information that you can find on GAIA mapping, the ESA Gaia mission, and other ways that GAIA mapping is used. Next, compile all of this information to create an informative and engaging slideshow presentation about GAIA. While you have complete creative freedom and control over how you design this presentation, you will need to include and address the following information: • A basic explanation of what GAIA mapping is • How the ESA is using Gaia mapping and the purpose of the ESA Gaia Mission • Other ways that Gaia mapping is being used outside of astronomy-related endeavors • Any additional information that you find that is interesting or relevant to Gaia mapping, either astronomy or non-astronomy based Scientists will often conduct a cost-benefit analysis on a research program or mission to determine whether a project is worth the investment. To perform this sort of analysis, scientists must account for as many foreseeable costs as possible including equipment, personnel, and time. Then, they compare this cost projection against the overall benefits the program or study will bring to the scientific community and society as a whole. In this lab, you will perform a cost-benefit analysis on GAIA. Gather information pertaining to the benefits and costs of this project and then include a slide in your presentation that compares the two. This slide must also include your opinion on whether the program is worth the cost and why. You must also include a title slide with your name and the name of your presentation as well as a slide listing any and all websites and references that you used for your presentation. Though not required, feel free to use charts or images to further enhance your presentation.

Component: *Astronomy 1a: Introduction*
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 3, Age of the Universe

Original Text: If you look far enough into space, you should be able to see the beginning of the universe. The stars that you see are millions of light-years away, so it took the light from those stars millions of years to get here. How do we know this? Recall that Edwin Hubble used the wavelength of visible lights in redshift to conclude that the universe is, in fact, expanding and moving away from us. The Hubble Space Telescope enables us to look deep into the universe, back into a time closer to the Big Bang. Since Hubble's telescope was made, others have been added. For instance, the Spitzer Space Telescope was launched in 2003. It works with the Hubble telescope to allow astronomers to have an even deeper look into space. Thanks to these telescopes, there is now definitive proof that the universe is expanding even faster than they realized. A new telescope, the James Webb Space Telescope, launched in 2021. This telescope is a multi-national effort, with Europe, the United States, and Canada among those who designed and built it. Its new technology will allow it to see even more of the universe, and it can document a hundred images at a time. No doubt it will help scientists unravel even more mysteries.

Updated Text: If you look far enough into space, you should be able to see the beginning of the universe. The stars that you see are millions of light-years away, so it took the light from those stars millions of years to get here. How do we know this? Recall that Edwin Hubble used the wavelength of visible lights in redshift to conclude that the universe is expanding and moving away from us. The Hubble Space Telescope enables us to look deep into the universe, back into a time closer to the supposed Big Bang. Since Hubble's telescope was made, others have been added. For instance, the Spitzer Space Telescope was launched in 2003. It works with the Hubble telescope to allow astronomers to have an even deeper look into space. Thanks to these telescopes, there is now proof that the universe is expanding even faster than they realized. A new telescope, the James Webb Space Telescope, launched in 2021. This telescope is a multi-national effort, with Europe, the United States, and Canada among those who designed and built it. Its new technology will allow it to see even more of the universe, and it can document a hundred images at a time. No doubt it will help scientists unravel even more mysteries.

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Type: Editorial Change

Location: Astronomy 1a: Introduction, Unit 3, lab Video "Solar vs. Lunar Eclipses, Explained,' Question 2

Original Text: Solar vs. Lunar Eclipses, Explained Based on what you learned in the unit and the video, discuss what you know about solar eclipses. In the unit and the video, we learned about the types of shadows that are cast on Earth and on the moon. Explain the two types of shadows and where they occur. Why don't we see a total solar eclipse once a month? Explain your answer. Discuss what nodes are and how they relate to both total solar and total lunar eclipses. Why doesn't the moon turn black during a total lunar eclipse? Explain your answer. Shifting Seasons In recent years, there has been a lot of chatter about climate on Earth. In fact, some scientists believe that climate change is affecting and altering the traditional concept of the four seasons we have now. After reading the article, do some research on your own. Do you think climate change is affecting our seasons? Why or why not? Share the links you found that support your theory.

Updated Text: Solar vs. Lunar Eclipses, Explained 1. Based on what you learned in the unit and the video, discuss what you know about solar eclipses. 2. In the unit and the video, we learned about the types of shadows that are cast on Earth and on the moon. Explain the two types of shadows and where they occur. 3. In the video, the narrator modeled how the relative position of the Moon and the Sun can cause the Moon to appear differently in our sky throughout the course of a year (these are referred to as lunar phases). Draw a model that represents how the relative position of the Moon causes lunar phases. 4. Why don't we see a total solar eclipse once a month? Explain your answer. 5. Discuss what nodes are and how they relate to both total solar and total lunar eclipses. 6. Why doesn't the moon turn black during a total lunar eclipse? Explain your answer. Shifting Seasons In recent years, there has been a lot of chatter about climate on Earth. In fact, some scientists believe that climate change is affecting and altering the traditional concept of the four seasons we have now. After reading the article, do some research on your own. Do you think climate change is affecting our seasons? Why or why not? Share the links you found that support your theory.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 3, Age of the Universe

Original Text: So where did these protons, neutrons, and electrons that form atoms come from in the first place? In the initial seconds after the Big Bang, protons, neutrons, and electrons were formed through nuclear fusion. These atomic particles fused together to create the first atoms of the elements of our existence—hydrogen and helium. Of all matter in the universe, 97 percent is made solely from hydrogen and helium, and the other 3 percent of this matter is made from all the other elements.

Updated Text: So where did these protons, neutrons, and electrons that form atoms come from in the first place? Scientists believe that in the initial seconds after the Big Bang, protons, neutrons, and electrons were formed through nuclear fusion. These atomic particles are believed to have fused together to create the first atoms of the elements of our existence—hydrogen and helium. Of all matter in the universe, 97 percent is made solely from hydrogen and helium, and the other 3 percent of this matter is made from all the other elements.

Component: ***Astronomy 1a/1b***
ISBN: 9781959433507

Type: Editorial Change

Location: Astronomy 1a: Introduction, Unit 3, Lesson 2, "The Cycle of Seasons" subheading, text beginning "The hemisphere of Earth that is tilted…"

Original Text: The Cycle of Seasons Have you ever noticed that it gets dark in the winter much earlier in the day compared with the summer? The hemisphere of Earth that is tilted toward the Sun receives more hours of sunlight in each day than the hemisphere that is tilted away from the Sun. This longer period of sunlight is one reason why summer is warmer than winter. A picture of a street is shown and broken up into four vertical slices, with a different season featured in each slice. The elliptical nature of the Earth's orbit causes the seasons to occur. The Earth revolves around, or orbits, the Sun in an elongated, closed-curved path called an ellipse. The rate of revolution around the Sun is once

every 365 days, 6 hours, and 9 minutes. The Sun is not the exact center of the ellipse but is located closer to one end more than the other of the ellipse. This positioning causes the distance between the Earth and the Sun to change throughout the revolution. A perihelion occurs when Earth is closest to the Sun, while an aphelion occurs when Earth is farthest from Sun. The perihelion between Earth and Sun is approximately 147 million kilometers (91 million miles), and this occurs in the month of January. In July, an aphelion occurs, and Earth is farthest away from the Sun at approximately 152 million kilometers (94 million miles). Although Earth is closest to Sun in January, the minor distance change does not affect the amount of sunlight that reaches Earth. Where you are located on Earth determines the greatest difference of the amount of solar radiation, or sunlight that you receive. The seasons result from the 23.5-degree tilt of Earth's axis combined with its revolution around the Sun. The Earth remains tilted throughout its orbit around the Sun, and this tilt causes the Sun's radiation to strike the hemispheres at different angles. The hemisphere that is tilted towards the Sun experiences the summer season, while the hemisphere that is tilted away from the Sun experiences the winter season. During the summer season, sunlight, or solar radiation, strikes the hemisphere tilted towards the Sun at approximately a 90-degree angle, while the hemisphere experiencing winter receives sunlight at a much lower angle. These angles are called angles of incidence, and are correlated with a certain concentration of solar energy that is received at a particular location. For example, the locations on the globe experiencing summer and a 90-degree angle of incidence will have a higher concentration of solar energy at that point in time, and the locations on the globe that are in the winter season will have a lower concentration of solar energy. Again, this type of calculation is helpful when considering issues related to plant growth, farming, or solar energy.

Updated Text: The Cycle of Seasons Have you ever noticed that it gets dark in the winter much earlier in the day compared with the summer? The hemisphere of Earth that is tilted toward the Sun receives more hours of sunlight in each day than the hemisphere that is tilted away from the Sun. This longer period of sunlight is one reason why summer is warmer than winter. The elliptical nature of the Earth's orbit causes the seasons to occur. Let's examine the relationship of a planet's axial tilt to its potential seasons. The Earth revolves around, or orbits, the Sun in an elongated, closed-curved path called an ellipse. The rate of revolution around the Sun is once every 365 days, 6 hours, and 9 minutes. The Sun is not the exact center of the ellipse but is located closer to one end more than the other of the ellipse. This positioning causes the distance between the Earth and the Sun to change throughout the revolution. A perihelion occurs when Earth is closest to the Sun, while an aphelion occurs when Earth is farthest from Sun. The perihelion between Earth and Sun is approximately 147 million kilometers (91 million miles), and this occurs in the month of January. In July, an aphelion occurs, and Earth is farthest away from the Sun at approximately 152 million kilometers (94 million miles). Although Earth is closest to Sun in January, the minor distance change does not affect the amount of sunlight that reaches Earth. Where you are located on Earth determines the greatest difference of the amount of solar radiation, or sunlight that you receive. The seasons result from the 23.5-degree tilt of Earth's axis combined with its revolution around the Sun. The Earth remains tilted throughout its orbit around the Sun, and this tilt causes the Sun's radiation to strike the hemispheres at different angles. The hemisphere that is tilted towards the Sun experiences the summer season, while the hemisphere that is tilted away from the Sun experiences the winter season. The revolution of Earth around the Sun is the central cause of seasonal changes, and the tilt of the Earth determines when each part of our planet will experience these varying seasonal changes. During the summer season, sunlight, or solar radiation, strikes the hemisphere tilted towards the Sun at approximately a 90-degree angle, while the hemisphere experiencing winter receives sunlight at a much lower angle. These angles are called angles of incidence, and are correlated with a certain concentration of solar energy that is received at a particular location. For example, the locations on the globe experiencing summer and a 90-degree angle of incidence will have a higher concentration of solar energy at that point in time, and the locations on the globe that are in the winter season will have a lower concentration of solar energy. Again, this type of calculation is helpful when considering issues related to plant growth, farming, or solar energy.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 3, Age of the Universe

Original Text: For approximately the first 30,000 years, the universe was radiation dominated; this means that photons, or energized particles of light, prevented matter from organizing into structures. The time between the Big Bang and the

first formation of organized structures such as light-emitting stars is known as the dark ages. Despite its name, the dark ages were actually bright because of the light energy created during the Big Bang.

Updated Text: The Big Bang theory suggests that for approximately the first 30,000 years, the universe was radiation dominated; this means that photons, or energized particles of light, prevented matter from organizing into structures. The time between the theorized Big Bang and the first formation of organized structures such as light-emitting stars is known as the dark ages. Despite its name, the dark ages are believed to be bright because of the light energy created during the Big Bang.

Component: ***Astronomy 1a/1b***
ISBN: 9781959433507

Type: Editorial Change

Location: Astronomy 1a: Introduction, Unit 5, Critical Thinking Question 4

Original Text: How does the Milky Way compare with other galaxies within the universe?

Updated Text: Describe the Local Group and its relation to other large-scale structures in the universe. Then describe the Milky Way and how it compares with other galaxies within the universe.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lab

Original Text: Question #6 Greene explains that though the Big Bang theory explains how the universe evolved, it fails to explain what actually powered the Bang. How does Greene say the Big Bang was powered and based on this theory, discuss what this means regarding the possible existence of other universes?

Updated Text: Question #6 Green offers an explanation that though the Big Bang theory offers an explanation of how the universe evolved, it fails to explain what actually powered the Bang. How does Greene say the Big Bang was powered and based on this theory, discuss what this means regarding the possible existence of other universes?

Component: ***Astronomy 1a/1b***
ISBN: 9781959433507

Type: Editorial Change

Location: Astronomy 1a: Introduction, Unit 1, Lab video "Is our universe the only universe?" Question 6.

Original Text: Is our universe the only universe? Explain the concept behind the multiverse. What did astronomer Edwin Hubble discover in 1929? Explain what the two teams of astronomers found in the 1990s. What question did their discovery create? What is the mystery Greene discusses and why does he say it is something we should all care about? Describe String Theory. What is the central idea behind it? Greene explains that though the Big Bang theory explains how the universe evolved, it fails to explain what actually powered the Bang. How does Greene say the Big Bang was powered and based on this theory, discuss what this means regarding the possible existence of other universes?

Updated Text: Is our universe the only universe? 1. Explain the concept behind the multiverse. 2. How does the Big Bang theory summarize how we currently understand the evolution of the universe, including the approximate estimate for the age of the universe? 3. What did astronomer Edwin Hubble discover in 1929? 4. Explain what the two teams of astronomers found in the 1990s. What question did their discovery create? 5. What is the mystery Greene discusses and why does he say it is something we should all care about? 6. Describe String Theory. What is the central idea behind it? 7. Greene explains that though the Big Bang theory explains how the universe evolved, it fails to explain what actually powered the Bang. Describe the Big Bang theory and explain how Greene hypothesizes the Big Bang was powered. Based on this theory, discuss what this means regarding the possible existence of other universes.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Critical Thinking #2

Original Text: 2. How has the knowledge and perception of the universe changed over the past century? Make sure to use new basic and academic vocabulary from Unit 1 in your answer.

Updated Text: 2. How has the knowledge and scientific perception of the universe changed over the past century? Make sure to use new basic and academic vocabulary from Unit 1 in your answer.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 2, Origin of the Universe

Original Text: Our universe contains billions upon billions of galaxies, and approximately 14 billion years ago, none of them existed until the Big Bang. Every star, every planet, every cell, and every drop of water is from the atoms of hydrogen that were created by the Big Bang. The secrets of our past, present, and future are locked inside this one moment in time. The Big Bang is the predominant theory explaining the moment the universe began. It happened everywhere in the universe at the same time, as it is the beginning of everything that exists. In one solid bang, space, matter, and time were created and forced outwards into space.

Updated Text: As you probably know, there are multiple theories for how the universe came about. Some of these theories include the Big Bounce Theory, the Steady State Theory/Model, the Plasma Cosmology Theory, and Creationism. The tricky part about studying the origin of the universe is no theory can be proved definitively, hence why it's called a theory and not a law. Scientists use the knowledge they gain through studying existing information and conducting experiments to develop theories that could explain how the universe came to be. One of the most popular theories on the origin of the universe is called the Big Bang theory. Throughout this lesson we will explore some of the evidence that supports this theory. Our universe contains billions upon billions of galaxies, and scientists theorize that approximately 14 billion years ago, none of them existed until the Big Bang. Every star, every planet, every cell, and every drop of water could have all originated from the atoms of hydrogen that were created by the Big Bang. Scientists theorize that the secrets of our past, present, and future are locked inside this one moment in time. The Big Bang is the predominant theory explaining the moment the universe began. According to this theory, it happened everywhere in the universe at the same time, as it is theorized to be the beginning of everything that exists. In one solid bang, space, matter, and time were created and forced outwards into space.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson Plan

Original Text: Class 2 Extension: • For extra Homework, ask students to discuss Critical Thinking Question 2 with their families. Students should be able to write at least three sentences about their discussion with their family that adequately addresses the question. • For extra Homework, ask students to write a few sentences explaining what this sentence about the Big Bang means: "The secrets of our past, present, and future are locked inside this one moment in time." Students should be able to demonstrate their understanding of the significance of the Big Bang.

Updated Text: Class 2 Extension Activity: • For extra Homework, have students explore alternate theories on the creation of the universe, including the Big Bounce Theory, the Steady State Theory/ Model, the Plasma Cosmology Theory and creationism. Students should be able to provide at least two pieces of evidence supporting and one piece of evidence critiquing each alternate theory. • For extra Homework, ask students to write a few sentences explaining what this

sentence about the Big Bang means: “The secrets of our past, present, and future are possibly locked inside this one moment in time.” Students should be able to demonstrate their understanding of the significance of the Big Bang theory.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Introduction, Learning Objective 3

Original Text: Analyze the evidence that supports the Big Bang theory

Updated Text: Analyze the Big Bang theory

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Slide Deck

Original Text: Original wording was "Big Bang"

Updated Text: Changed language to "Big Bang Theory" throughout Slide Deck.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 2, Origin of the Universe

Original Text: Astronomers believe that the universe began as an exceedingly dense and hot cosmic object called a singularity. A singularity is matter that is compressed into indefinite density and temperature. All the contents of the universe were compressed under tremendous pressure, temperature, and density into a singularity of extremely small volume. To picture the idea of a singularity, imagine all the people in the world today smashed into a space the size of a school locker. In a matter of moments, this singularity released, and the universe rapidly expanded, forming all the matter in existence. The universe expanded with infinite speed, and all the energy rushed outward to fill that expanding volume. As a result, the universe began to cool down. This cooling released energy called cosmic microwave background energy. The universe is still cooling, expanding, and even banging today, moving galaxies apart at an accelerating pace.

Updated Text: Astronomers believe that the universe began as an exceedingly dense and hot cosmic object called a singularity. A singularity is matter that is compressed into indefinite density and temperature. Scientists believe that all the contents of the universe were compressed under tremendous pressure, temperature, and density into a singularity of extremely small volume. To picture the idea of a singularity, imagine all the people in the world today smashed into a space the size of a school locker. In a matter of moments, this singularity released, and the universe rapidly expanded, forming all the matter in existence. The universe expanded with infinite speed, and all the energy rushed outward to fill that expanding volume. As a result, the universe began to cool down. This cooling released energy called cosmic microwave background energy. Evidence suggests that the universe is still cooling, expanding, and even banging today, moving galaxies apart at an accelerating pace.

Component: ***Astronomy 1a: Introduction***
ISBN: 9781959433507

Type: Editorial Change

Location: Unit 1, Lesson 2, Origin of the Universe

Original Text: Several million years after the Big Bang, matter and radiation separated to cause the galaxies and stars to form. There are still stars and galaxies forming today with the original hydrogen and helium from the Big Bang.

Updated Text: Scientists have theorized that several million years after the Big Bang, matter and radiation separated to cause the galaxies and stars to form. Evidence suggests there are still stars and galaxies forming today with the original hydrogen and helium from the Big Bang.

Feedback and Publisher Responses

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Page Number(s): 1A

URL:

View Content

Feedback Text: This needs to be rephrased

Publisher Response: Thank you for bringing this to our attention. The current wording of CTQ1 is cumbersome. We will edit the question to say "How have astronomers used models to explain how galactic evolution occurs through mergers and collisions? How might a model test an astronomers understanding of the physical processes of the universe?". After the TEKS alignment work we completed, we now also assess this standard in 1aU6 Activity 1 Step 6 and in the 1aU6 Class 3 lesson plan on the 3rd page under the heading Individual Work.

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Page Number(s): 1A

URL:

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Feedback Text: We noticed on these also the difference between local group and Local Group which is the name of a specific collection of galaxies.

Publisher Response: Thank you for catching this. We will edit the text in U5L3 under the heading "Milky Way" to say "Our Milky Way is part of a group of galaxies called the Virgo Supercluster. Andromeda and the Milky Way are the biggest galaxies in this group.". The Local Group is introduced later on in this unit.

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Page Number(s): 1A

Feedback Text: The "Model The Milky Way" title for this section does not describe it, since it is about modeling the sun-earth-moon system.

Publisher Response: We will change the title of this activity to Model our Solar System

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Page Number(s): 1B

URL:

View Content

Feedback Text: I would like to see more specificity in terms of if NASA doesn't have enough budget then why getting with other countries to increase resources.

Publisher Response: We agree, this connection could be made more clear with the addition of a sentence or two. We will edit the 2nd paragraph of 1bU8L4 to say "This put pressure on NASA to begin collecting the data and observations along with now taking on the responsibility of conducting the research and presenting it themselves. However, they were not awarded with a larger budget; on the contrary, their budget was also cut significantly. At this time, NASA increased their collaboration with organizations and scientists that were studying the same topics around the world. This helped NASA collect sufficiently information these topics during a time of low funding. In 1976, Congress asked NASA to start doing more research addressing national needs such as ozone depletion, air pollution, energy efficiency, and, lastly, climate change. Congress revised the Space Act to give NASA the necessary budget and authority to carry out their new objectives, finalizing NASA's place in Earth science research."

Component: ***Astronomy 1a/1b***
ISBN: 9781959433507

Page Number(s): 1B

URL:

View Content

Feedback Text: I think it needs to specifically address one of the instruments in development.

Publisher Response: We will change 1bU1 CT2 to say "How could you create or design a new calendar? What would you think about when developing a new type of calendar? Evaluate how the models developed by ancient civilizations have influenced modern time tracking. Choose an ancient tool or instrument and evaluate how it has influenced our society, time keeping, or navigation. Communicate your findings."

Component: ***Astronomy 1a/1b***
ISBN: 9781959433507

Page Number(s): 1B

URL:

View Content

Feedback Text: It should say evaluate structure, tools, etc. in the question somewhere

Publisher Response: We will change 1bU1 CT2 to say "How could you create or design a new calendar? What would you think about when developing a new type of calendar? Evaluate how the models developed by ancient civilizations have influenced modern time tracking. Choose an ancient tool or instrument and evaluate how it has influenced our society, time keeping, or navigation. Communicate your findings."

Component: ***Astronomy 1a/1b***
ISBN: 9781959433507

Page Number(s): 1B

URL:

View Content

Feedback Text: This would better match if it included some reference to communication

Publisher Response: We will change 1bU1 CT2 to say "How could you create or design a new calendar? What would you think about when developing a new type of calendar? Evaluate how the models developed by ancient civilizations have influenced modern time tracking. Choose an ancient tool or instrument and evaluate how it has influenced our society, time keeping, or navigation. Communicate your findings."

Component: ***Astronomy 1a/1b***
ISBN: 9781959433507

Page Number(s): 1B

URL:

View Content

Feedback Text: The title of this chapter is misleading and not helpful to a student searching for information. It should more accurately be entitled Ancient Civilizations.

Publisher Response: The ancient chinese and eygiptian are covered in this lesson but there are many more concepts covered here that aren't represented by the current title. We will change the 1bU1L1 title from "Ancient Chinese and Egyptian Astronomy" to "Astronomy in Ancient Civilizations"

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Page Number(s): 1B

URL:

View Content

Feedback Text: Needs to say evaluate in the question.

Publisher Response: We will make this change and add "evaluate" to the question.

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Page Number(s): 1B

URL:

View Content

Feedback Text: There was only one statement linking the two. However, I am ok with this based on the fact that this is not really the main point with kepler's laws.

Publisher Response: We will change the last paragraph in 1bU5L3 to read "Kepler's third law says that the square of the time a planet or satellite takes to complete one orbit is proportional to the cube of its orbital size".

Program: Astronomy 1a/1b: ELPS

Feedback and Publisher Responses

Component: *Astronomy 1a/1b*
ISBN: 9781959433507

Page Number(s): 1a

URL:

View Content

Feedback Text: Honestly I think you need to provide more examples of pre-reading strategies here.

Publisher Response: Thank you for pointing this out. We will revise the Lesson Plan to incorporate additional pre-reading strategies in class 5.

Publisher: eDynamic Holdings LP

Technology Applications, Grade 6

Program: Middle School Tech Apps Grade 6: TEKS

Feedback and Publisher Responses

Component: *Middle School Tech Apps Grade 6*
ISBN: 9781959433552

Page Number(s): Unit 3

URL:

View Content

Feedback Text: On sentence 3 of the first paragraph, I ran across this sentence that confused us all, "Today, some of the most modern airplane models have air that transmits vitamins, lighting that mimics sunlight, and even a special hammock/pillow combination that supports travelers as they sleep leaning forward."Our question is, how do airplane models "transmit" vitamins?

Publisher Response: We will delete that reference to airplanes transmitting vitamins.

Component: *Middle School Tech Apps Grade 6*
ISBN: 9781959433552

Page Number(s): Unit 4

URL:

View Content

Feedback Text: Can you clearly state the different debugging techniques found in slide 19, rather than just including them as text.

Publisher Response: Yes, the slide will differentiate between debugging techniques via a side-by-side comparison.

Publisher: eDynamic Holdings LP

Technology Applications, Grade 7

Program: Middle School Tech Apps Grade 7: TEKS

Feedback and Publisher Responses

Component: *Middle School Tech Apps Grade 7*
ISBN: 9781959433569

Page Number(s): Unit 1

URL:

View Content

Feedback Text: Please consider adding that not all hackers are bad. Perhaps you could add a bullet point under hackers that mention a few of the different ones as students will learn more about this in other technology courses as they transition into high school and beyond.bullet points could be:White Hacker - certified and typically works for the government to help keep networks secure and free from security breaches.Red Hacker - are like a white hacker but work on their own to stop bad hackers. However, they can potentially turn into a black hacker.Black Hacker - criminal hackers.

They steal your information.Gray Hacker - a hacker that does things just for fun and does not try to cause harm.This is just a suggestion to add to your content so students can receive the foundation of what a hacker is as they learn about cybersecurity in future courses.

Publisher Response: We will add the bullet points suggested - red hacker, black hacker, gray hacker, white hacker - to lesson content to demonstrate that not all hackers are bad actors.

Component: ***Middle School Tech Apps Grade 7***
ISBN: 9781959433569

Page Number(s): Unit 3

URL:

View Content

Feedback Text: In this section when you refer to Google Suite as a good productivity tool to use for collaboration, you can also mention using Office Suite as well. Office does have Office 365 where files can be shared and used for collaboration. You may mention that using the Google Suite can be more efficient where you can share files and collaborate in real time.

Publisher Response: We will add information about Office 365 and its uses for collaboration.

Component: ***Middle School Tech Apps Grade 7***
ISBN: 9781959433569

Page Number(s): Unit 3

URL:

View Content

Feedback Text: CONSIDER THIS: use technology terms, rather than common terms that might be misunderstood in this Design Process connection. In the Fine Arts, Theatre for example, we use the same terms, to point at very different end results for a TEAM effort. The terms you have highlighted here are common terms, not technology driven terms.

Publisher Response: The SRP is right - we will alter this lesson to focus on technology terms, not common terms.

Component: ***Middle School Tech Apps Grade 7***
ISBN: 9781959433569

Page Number(s): Unit 3

URL:

View Content

Feedback Text: The only technology terminology that I see used in this is Pseudocode. Expansion of this area activity is needed once the narrative that points to this activity is expanded.

Publisher Response: We plan to expand the lesson content with new technology references and will alter this critical thinking question or another one in the unit accordingly.

Component: ***Middle School Tech Apps Grade 7***
ISBN: 9781959433569

Page Number(s): Unit 3

URL:

View Content

Feedback Text: In looking for technology terminology, terms that are in red are not pointing to terms used in technology only. Time and Date stamped Revisions, for example, should be explained as responses to debugging checks and bug fixes. Collaborations, as another example, should be used and connected to shared drives, shared folders, and collaboration projects softwares such as Figma, or WriteClick, or any monitoring workflow software

Publisher Response: The SRP is right. We will define those terms - time & date stampled, collaborations and collaboration projects - in terms of technology.

Component: *Middle School Tech Apps Grade 7*
ISBN: 9781959433569

Page Number(s): Unit 3

URL:

View Content

Feedback Text: In looking for technology terminology, terms that are in red are not pointing to terms used in technology only. Time and Date stamped Revisions, for example, should be explained as responses to debugging checks and bug fixes. Collaborations, as another example, should be used and connected to shared drives, shared folders, and collaboration projects softwares such as Figma, or WriteClick, or any monitoring workflow software

Publisher Response: Yes, we will address as described in an earlier response by We defining those terms - time & date stampled, collaborations and collaboration projects - in terms of technology.

Component: *Middle School Tech Apps Grade 7*
ISBN: 9781959433569

Page Number(s): Unit 5

URL:

View Content

Feedback Text: Within the careers world, email is a common communication tool. Rather than pointing strongly to collaboration, consider including more learning opportunity regarding formal letter and email expectations. Students today do not know how to use email, nor scribe a letter for formal approach. Train them to differentiate an email from a text message and what information should pointedly be placed in an email of formal need.

Publisher Response: We are on the fence about this suggestion given word count limitations, but we will add some content about this to a lesson on netiquette.

Component: *Middle School Tech Apps Grade 7*
ISBN: 9781959433569

Page Number(s): Unit 5

URL:

View Content

Feedback Text: Consider placing examples of poor and successful interactions of digital expression as a critical thinking question to discern which is appropriate and which is not, based on which career or industry the student is in at the time.

Publisher Response: Thank you for this feedback. We will revise a CT question. In this case, we will revise CT3.

Component: *Middle School Tech Apps Grade 7*
ISBN: 9781959433569

Page Number(s): Unit 5

URL:

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Feedback Text: Citing sources section state that the owner should be given credit, but nothing giving an example of how, or what other content should be included in citation is seen. Tell the learner HOW to do this, or at least that there are standards for doing so, that include MLA and APA styles.

Publisher Response: We will add an example of at least one MLA and APA citation.

Component: ***Middle School Tech Apps Grade 7***
ISBN: 9781959433569

Page Number(s): Unit 5

URL:

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Feedback Text: Although this narrative training section is about virtual meeting spaces predominantly, it would be wonderful to see more informal avenues expanded upon as well. It is quite misunderstood today by youngsters what is a formal setting, versus an informal setting. We are seeing appropriate formal etiquette and dress be very poorly addressed within student responses to employer interviews, and call backs. Consider further explaining the difference between formal settings and etiquette and informal settings and etiquette in the workforce world!

Publisher Response: We agree with the SRP that students lack an understanding of how to dress for virtual meetings and will add a paragraph about formal and informal settings to this lesson.

Component: ***Middle School Tech Apps Grade 7***
ISBN: 9781959433569

Page Number(s): Unit 6

URL:

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Feedback Text: Though the lesson activity points to a specific task, and the activity directs the teacher to use google sheets, the element of the Student selecting the appropriate software for a specific task is missing. Consider this: as a follow up to this course statement--'Regardless of the productivity tool that you use, there are likely pre-built templates that will help you with your task. In this activity, you will be using exploring various ways to improve efficiency for different tasks.' Place in a description that says if we are approaching a number calculation task, use a software on your platform, or even an app on your platform of choice that will calculate numbers, as we are in this lesson on Weather trends. If we are working on a publication, you would work within a Word Document, or a publishing software. All platforms have different softwares to select from that will deal with the correctly.....IE Don't pound in a nail with a screwdriver, if you have a hammer in your toolbox. Use the appropriate software available to you on your specific platform (phones included) for the task at hand.

Publisher Response: We will amend this activity to reference various software, and using the most appropriate one for the task.

Component: ***Middle School Tech Apps Grade 7***
ISBN: 9781959433569

Page Number(s): Unit 6

URL:

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Feedback Text: This segment of the TEKS is referring to Word Processing, not Publication software. An application of writing an Email to teach how the 7th grader should do this, or writing a diary entry would augment further your product, rather than calling Canva a word processing productivity tool, when it is actually a publication tool. It calls itself an online Publication software on page one.

Publisher Response: This makes sense. We will eliminate the Canva reference and focus on word processing instead.

Component: *Middle School Tech Apps Grade 7*
ISBN: 9781959433569

Page Number(s): Unit 6

URL:

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Feedback Text: Items for consideration to add to the short list of web, blog, podcast and video: Apps creations, Video Games, Virtual Competitions.

Publisher Response: We will add the SRP's recommended items - apps creation, video games, virtual competitions.

Component: *Middle School Tech Apps Grade 7*
ISBN: 9781959433569

Page Number(s): Unit 6

URL:

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Feedback Text: Other inclusions: Photos, Scans, moving Gifs, etc.

Publisher Response: We will add photos, scans, gifs to the list of items.

Component: *Middle School Tech Apps Grade 7*
ISBN: 9781959433569

Page Number(s): Unit 6

URL:

View Content

Feedback Text: Previous breakout feedback should be used to expand this informational narrative to expose students to what they are actually interacting with at this age of 12. Even Netflix and DVRs are examples of the digital artifacts these students are commonly exposed to.

Publisher Response: We can expand this lesson to include the types of technology that 12 year olds are accustomed to using everyday, such as streaming services.

Publisher: eDynamic Holdings LP

Technology Applications, Grade 8

Program: Middle School Tech Apps Grade 8: TEKS

Editorial Changes

Component: *Middle School Tech Apps Grade 8*
ISBN: 9781959433576

Type: Editorial Change

Location: Unit 4, Activity 1, "How Can I Develop an Algorithm to Solve a Problem?" Introduction paragraphs under "Required Materials" and Steps 1-4

Original Text: How Can I Develop an Algorithm to Solve a Problem? Required Materials Word processing software CodeSkulptor3 Google Maps, TikTok, Instagram, and Venmo—these applications took software developers years of trial and error and rounds of debugging to make them what they are today. While a team of software engineers make it look easy, all developers begin learning to program by writing basic computer code. And building programming skills takes practice. In this activity, you will get practice writing code in Python to develop an algorithm that can solve different problems. Then, you will focus on an algorithm for a specific task to solve a specific problem. Step 1: Explore CodeSkulptor3 CodeSkulptor3 allows you to develop Python-based code and run a program in its simulated environment. Before you start working with the Python code, you should be familiar with the layout of this website. Menu On the left-hand side of CodeSkulptor3's interface, you will find a list of menu options. You may use any or all of these functions while working with in CodeSkulptor3, so take some time to test them and see how they work. CodeSkulptor3 menu displaying these options: Run, Reset, Save, New URL, Download, Load, Join, Docs, and About. CodeSkulptor4. Open a new word processing document and add this heading at the top: CodeSkulptor3's Menu Options. Below that, set up these subheadings: Run, Reset, Save, New URL, Download, Load, Join, Docs, and About. Once these headings are set up, explain the purpose of each option as they are used in CodeSkulptor3. Code To the right of the menu, in the middle of the screen, there is a window named "Code." This is where you can develop, edit, and run code. CodeSkulptor3 default coding window with preloaded code. CodeSkulptor4. Output Lastly, on the right-hand side of your screen is a blank window named "Output." This is where a program's output appears when it is run. Take a moment to explore the preloaded code. Run it to give you an idea of how CodeSkulptor3 works. Step 2: Revise a String In this step, you will develop, compare, and improve algorithms for a specific task. You will do this by revising some code to create new output that is all your own! Start by doing the following: Delete the default code from CodeSkulptor3's coding window. Copy and paste the code below into the coding window. print("What's up, everybody!?") Next, insert revise the text inside of the quotation marks to read whatever you want! Note: If you receive a syntax error message when you run this code, double check the quotation marks or apostrophe. Be careful to revise only what you see within quotation marks. Once your code runs as expected, do two things: Generate a new URL for the revised code (see Step 1 for a reminder about how to do this) Take a screenshot of your output window You'll need to submit both later. Step 3: Ask for Input and Make an Assignment Now that you're starting to get the hang of it, we'll add two new elements: an input and assignment. These will help you to develop, compare, and improve algorithms to solve a problem. While the program below only includes two lines of code, you need to make sure that the output generated answers the particular question asked. Type the following algorithm into CodeSkulptor3 and see what happens: name = input("What is your name?\n") print ("Hi, " + name + ".") How did it look? The following is an example of what you should see once you run the program. CodeSkulptor3 dialog box prompting the user with the question, "What is your name?" CodeSkulptor4. After you type your name and click Enter, you should see a greeting in the output window. Simple, right? Now it's your turn! Just as you revised a string in the previous step, in this step you will revise the question prompt, anticipate the response, and print a message in the output window. If your code doesn't run, double check that the spacing and punctuation is still formatted correctly. Once your code runs successfully: Generate a new URL for the revised code Take a screenshot of your output window You'll submit both later. Step 4: Compare Your Code In this step, you will compare the algorithms you used in the previous two steps. Recreate the following table in your word processing document. Look back at the algorithms that you created in Step 2 and Step 3. Explain how these algorithms are similar to and different from one another.

Updated Text: How Can I Use Loops and Iterations in a TextBased Program? Required Materials • Word processing software • CodeSkulptor3 In the lessons, we learned that loops and iterations are ways to describe an action that repeats. For example, if you've ever seen a robotic vacuum, you probably noticed how it operates on its own. That's because someone programmed the robot to repeat specific actions until either an object is detected or the pattern of the room changes. Although you will not program a vacuum in this activity, you will analyze the benefits of using iteration (code and sequence repetition) in a program. You will also create text-based programs using a software design process and combine control structures, including loops and conditionals, to address real-world situations Step 1: Practice Using Variables As with the previous activity, you will be using CodeSkulptor3, so launch it in your browser. You will be working with the code provided below to construct named variables with different data types and perform an operation on the

value for each variable. Type the following lines into the coding window of CodeSkulptor3 and run the program: What happened? If all you see is the number 3 and the name “Scott” below it, then your code works! Now, it’s your turn! Create new values for x and y and then see if your code still runs successfully. In a new word processing document, record the following items to submit later: • URL to your revised code containing new values for the x and y variables • Screenshot of the output showing that the program ran successfully, This is good information to have and to know, but what if we wanted this to become more generalized? Remember that abstraction is simplifying complex problems down to their most basic components by taking away the smaller details. Generalization is ensuring the algorithm can be used in different scenarios. One way to do this is to modify the existing code to accept user input. The example we used above is a form of hard coding. Hard coding in this scenario assigns specific values to the variables in the code. This does not allow for flexibility in different scenarios. What can we do? If you remember from the lesson, we were able to allow a user to type in their own values using the input and float function. Copy the following code into CodeSkulptor3: Once you have copied the code, hit run and you will see the input prompt box. Enter a value for x and then a value for y. You will notice that the output box shows the sum of then numbers you have input for x and y. Notice that this makes the algorithm more generalized because you can now work with any number the user inputs! Step 2: Coding Loops with Words In this step, you will work with the following new code: Before you proceed, here are some things you should know about the algorithm: • There is a list, or array, assigned to the variable “languages.” • Within this array, there are multiple pieces of data that can be referenced. In this case, they are different programming languages. • The for loop counts how many items are in the list and then assigns them to the item variable. • The loop will continue to assign and print each item in the array until none are left. Now copy, paste, and run the code in CodeSkulptor3 so that you can observe how this loop operates in Python This hard coding is great, but what if we wanted to generate different lists based on user input? By doing so you will be practicing abstraction by developing a generalized algorithm that can solve different types of problems. In this scenario, your problem is that you need to create different lists based on user input. To do this, copy the following code into CodeSkulptor3: Run the code as we have in the previous examples and respond to the user input line. In this example, we have stripped down the original code to its bare parts, abstraction, and allowed for multiple different uses associated with creating a list, generalization. Step 3: Revise a Loop Are you ready to create your own loop using Python in CodeSkulptor3? Great! Be sure to use the following criteria when creating your loop: • Develop a list that contains AT LEAST SIX items. You could consider things like sports, days of the week, movies, etc., but feel free to populate your list with your favorite things! • In your word processing document, record the new URL for your code and take a screenshot of your output to submit later. If you are a beginner with Python, you can use the same code as we used in Step 3. Simply swap out the content to meet the new criteria. For convenience, the code from Step 2 is copied here: Give it a try! Practice abstraction by developing a generalized algorithm that can solve different types of problems by modifying the code above. Step 4: Coding Loops with Letters Now that you’ve created a loop using six words of your choosing, let’s try something new. In this step, you will loop through a word or phrase and individually output each letter on a new line. Start by copying and pasting the code below into CodeSkulptor3. Don’t forget to run the code so that you can see the output. Now that you have seen how this example works, it’s your turn to come up with a word or phrase of your own so that you can create your own loop using letters. • Copy and paste this code into the coding window of CodeSkulptor3. • Replace the string “I love to code” with a word or phrase of your own. • In your word processing document, record the new URL for your code and take a screenshot of your output to submit later Step 5: Combine Control Structures Now, you will modify and implement previously written code to develop new and improved programs by working with the if/else statements (also referred to as control structures). In CodeSkulptor3, clear the coding window and copy and paste in the following code: When you run the program, you’ll notice that the output says that the variable “value” is less than the variable “threshold” because 2 is less than 9. Manipulate the code by changing the value of at least one variable so that the output will read “above threshold.” Record the following in your word processing document to submit later: • URL to your revised code • Screenshot of the output screen after running the program

Component: ***Middle School Tech Apps Grade 8***
ISBN: 9781959433576

Type: Editorial Change

Location: Unit 2, Activity 3, "How Can I Save This For Later?" paragraph under "Required Materials" and Steps 1, 2, 4, and 5.

Original Text: How Can I Save This for Later? Required Materials Google Drive (requires login) Have you ever tried to upload a specific file to a website, only to see a response like this: “Unable to save. Pick a new file type.” It can be so frustrating! While websites now accept a wider variety of file types, you still need to understand how to implement independently effective file-management strategies, including file-naming conventions, the use of local and remote locations, and the emergence of digital organization strategies. Step 1: Create and Organize Folders in Google Drive The first step in this activity is to create and organize folders in Google Drive. You may already have files and folders from other projects, but you will need a new folder for this activity. Following this checklist will help you set up your folder structure: Create a new folder and name it “MSTechApps8_Unit2_Activity3.” In your MSTechApps8_Unit2_Activity3 folder, create three subfolders: Presentations Documents Spreadsheets In the Presentations folder, create a new Google Slides presentation and name it “Sample Presentation.” (No content has to be added to the presentation.) In the Documents folder, create a new document in Google Docs and name it “Sample Document.” (No content has to be added to the document.) In the Spreadsheets folder, create a new spreadsheet in Google Sheets and name it “Sample Spreadsheet.” (No content has to be added to the spreadsheet.) Take a screenshot of your eDL folder and its subfolders. Step 2: Add Content to a File of Your Choice For this step, you will choose one of the files that you created (and which is still currently empty) and add content to it. You are free to choose the content of the file, but here are some general suggestions that might make this step easier for you: Suggested File Content Tool Suggested Idea Google Docs Journal entry, Notes-Grocery list, Thank-you note for a friend or family member Google Sheets Checklist-Data, Weather forecast for a city, Basic budget Google Slides An invitation (to a party or event), Cookbook-Slides for a presentation, Photo album Step 3: Use Shortcuts to Your Advantage Employing shortcuts can make life much simpler. Because you are using tools provided by Google Workspace, Google offers its own set of keyboard shortcuts, depending on which operating system (OS) you are using. From the Google Workspace Learning Center, choose the program that you used to add content to one of your files in Step 2 (Docs, Sheets, or Slides). Once you make your choice, it will link you to a list of keyboard shortcuts for that program. The example below shows keyboard shortcuts for Google Docs. Google Docs Keyboard Shortcuts Common Actions Windows/Chrome OS Mac Copy Ctrl + C Cmd + C Cut Ctrl + X Cmd + X Paste Ctrl + V Cmd + V Paste without formatting Ctrl + Shift + V Cmd + Shift + V Undo Ctrl + Z Cmd + Z Redo Ctrl + Shift + Z Cmd + Shift + Z Insert or edit link Ctrl + K Cmd + K Find Ctrl + F Cmd + F After reviewing the keyboard shortcuts for your chosen program and operating system, record your choice and the use of AT LEAST FIVE shortcuts in your file. Copy the table below to use for your responses (one action has been added as an example of how to complete this table): File Shortcuts Action Keyboard Shortcut Usage Copy Cmd/Ctrl + C This shortcut was used to copy a section of text within a part of my document. Once you complete the table, take a screenshot and save it to submit to your instructor. Step 4: Convert Your File Sharing your files with other people means making those files available in a format that is freely accessible to others, even if they don’t use the same tools you do. Regardless of the file that you created, you will need to convert it into a .PDF file. When working in the Google environment, you can convert a file by clicking on File > Download > PDF Document, as shown below. Menu options for the process of downloading a document as a .PDF file from Google Docs. Google Docs™ web-based word-processing program is a product of Google LLC.

Updated Text: Step 1: Create and Organize Folders in Google Drive The first step in this activity is to create and organize folders in Google Drive. You may already have files and folders from other projects, but you will need a new folder for this activity. Following this checklist will help you set up your folder structure: • Create a new folder and name it “MSTechApps8_Unit2_Activity3.” • In your MSTechApps8_Unit2_Activity3 folder, create three subfolders: • Presentations • Documents • Spreadsheets • Now let’s name and tag our folders. In the Presentations folder, create a new Google Slides presentation and name it “Sample Presentation.” (No content has to be added to the presentation.) o Tag this file as “Presentation .”. • In the Documents folder, create a new document in Google Docs and name it “Sample Document.” (No content has to be added to the document.) o Tag this file as “Document.”. • In the Spreadsheets folder, create a new spreadsheet in Google Sheets and name it “Sample Spreadsheet.” (No content has to be added to the spreadsheet.) o Tag this file as “Spreadsheet.”. • In the Presentations folder, create a new Google Slides presentation and name it “Sample Presentation.” (No content has to be added to the presentation.) • In the Documents folder, create a new document in Google Docs and name it “Sample Document.” (No content has to be added to the document.) • In the Spreadsheets folder, create a new spreadsheet in Google Sheets and name it “Sample Spreadsheet.” (No content has to be added to the spreadsheet.) Take a screenshot of your eDL folder and its subfolders. Step 2: Add Content to a File of Your Choice For this step, you will

choose one of the files that you created (and which is still currently empty) and add content to it. You are free to choose the content of the file, but here are some general suggestions that might make this step easier for you: […] Step 4: Convert Your File Sharing your files with other people means making those files available in a format that is freely accessible to others, even if they don't use the same tools you do. Regardless of the file that you created, you will need to convert it into a .PDF file. When working in the Google environment, you can convert a file by clicking on File > Download > PDF Document, as shown below. […] Step 5: What to SubmitFolder Structure Folder Structure To practice your new digital organization strategies, you will need to submit the following items in the appropriate hierarchal folder structure: You will need to submit the following items to your instructor: • Screenshots: • o Top-level fFolder in the hierarchy named eDL Unit 2 Activity 3 (Step 1) o Subfolders for Presentations, Documents, and Spreadsheets (Step 1) o • A .PDF file of the content that you created in Step 2 placed within the subfolders in the hierarchy (Step 3) • To do so, use what you learned in the lesson to back up the files to Google Drive, Dropbox, or a similar file- sharing service (preferably the one your school prefers). Once it's backed up in the cloud, share the folder with your instructor.

Publisher: eDynamic Holdings LP

Child Development

Program: Child Development 1a/1b: TEKS

Editorial Changes

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Type: Editorial Change

Location: Child Development 1b, Unit 1, Activity 2 "Cumulative Project: Which Career Am I Interested In?"

Original Text: Create a list of the different careers available to each category in a word processing document.

Updated Text: Create a list of the different careers available to each category in a word processing document. Write two or three sentences per career from each age group (including those receiving prenatal care) to describe what you learned through your exploration and research.

Feedback and Publisher Responses

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Moral development components may be included in the citation but not explicitly taught in the material.

Publisher Response: Specific information regarding the moral development of children, ages 3 - 5, will be added to Unit 6 including developing empathy, understanding rules and boundaries, learning to share, encouraging conflict-resolution, and promoting honesty.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Add what is missing -TX 3(D) Analyze community resources relevant to the care and protection of children, including childcare services, healthcare services, and auxiliary service organizations.Programs such as CCMS, Medicaid, etc

Publisher Response: Additional information regarding specific organizations (CCMS, Medicaid, etc.) can certainly be added to the course. We will add this to U5, Lesson 4 content and the U5 Lesson Plans, Class 4, under "Intructional Time: Direct Instruction" where students are analyzing these resources.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Flesh out minimum standards. Licensing is a small part of the standards

Publisher Response: Additional information regarding licensing regulations (background checks, ongoing training, CPR, sanitation, etc.) will be added to Unit 6.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Differentiating and specifically addressing the individual identity would help align this more to the SE.

Publisher Response: We will incorporate more information on the individual identity, capturing influences of mental health and self-esteem and the roles that they play in the identity of a child.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Differentiating and specifically addressing the individual identity would help align this more to the SE. Even having that the mental health, depression, self esteem, etc is what is being referenced as what is contributing to individual infulences.

Publisher Response: We will incorporate more information on the individual identity, capturing influences of mental health and self-esteem and the roles that they play in the identity of a child.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Though the citation includes information that could lead to moral development, moral development is not explicit in the citation

Publisher Response: Specific information regarding the moral development of children, ages 13 months - 35 months, will be added to Unit 5 including setting up trust, teaching empathy early, setting simple boundaries, and discouraging agressive behavior.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Moral development components are included but not explicitly stated

Publisher Response: We will expand this material to capture the following moral development needs of children between 13-35 months: setting up trust, teaching empathy early, setting simple boundaries, and discouraging agressive behavior.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Flesh out technology impact

Publisher Response: Thanks for the feedback. This has been done in 1a Unit Lessons 3 & 4.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1A

URL:

View Content

Feedback Text: Moral development components may be included in the citation but not explicitly taught in the material.

Publisher Response: We plan to incorporate the following moral development needs of children - developing empathy, understanding rules and boundaries, learning to share, encouraging conflict-resolution, and promoting honesty.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1B

URL:

View Content

Feedback Text: The only legislation included in the narrative is mandatory reporting. Consider including additional and pertinent legislation that protect children. See-2020 to Present:2010'sP.L. 111-320 - CAPTA Reauthorization Act of 2010P.L. 115-123 - Family First Prevention Services ActP.L. 115-271 - Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities Act or the SUPPORT for Patients and Communities ActP.L. 114-198 - Comprehensive Addiction and Recovery Act of 2016P.L. 114-22 - Justice for Victims of Trafficking Act of

2015P.L. 113-183 - Preventing Sex Trafficking and Strengthening Families ActP.L. 112-34 - Child and Family Services Improvement and Innovation ActP.L. 111-148 - Patient Protection and Affordable Care ActP.L. 100-294 - Child Abuse Prevention, Adoption, and Family Services Act of 19882000'sP.L. 110-351 - Fostering Connections to Success and Increasing Adoptions Act of 2008P.L. 109-432 - Tax Relief and Health Care Act of 2006P.L. 109-288 - Child and Family Services Improvement Act of 2006P.L. 109-248 - Adam Walsh Child Protection and Safety Act of 2006P.L. 109-239 - Safe and Timely Interstate Placement of Foster Children Act of 2006P.L. 109-171 - Deficit Reduction Act of 2005P.L. 109-113 - Fair Access Foster Care Act of 2005P.L. 108-145 - Adoption Promotion Act of 2003P.L. 108-36 - Keeping Children and Families Safe Act of 2003P.L. 107-133 - Promoting Safe and Stable Families Amendments of 2001P.L. 106-279 - Intercountry Adoption Act of 2000P.L. 106-177 - Child Abuse Prevention and Enforcement Act of 2000

Publisher Response: We will add some additional information to cover current public policies and expand the scope of the information presented to students in the U4, Lesson 3 content. Due to space constraints, however, we will not be able to include everything listed in the feedback.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1B

URL:

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Feedback Text: To address the SE aligned with the standard driven by the narrative, consider offering information for guided practice. In the narrative, only mandatory reporting was covered. Offer students more information. Consider including additional and pertinent legislation that protects children. See-2020 to Present:2010'sP.L. 111-320 - CAPTA Reauthorization Act of 2010P.L. 115-123 - Family First Prevention Services ActP.L. 115-271 - Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities Act or the SUPPORT for Patients and Communities ActP.L. 114-198 - Comprehensive Addiction and Recovery Act of 2016P.L. 114-22 - Justice for Victims of Trafficking Act of 2015P.L. 113-183 - Preventing Sex Trafficking and Strengthening Families ActP.L. 112-34 - Child and Family Services Improvement and Innovation ActP.L. 111-148 - Patient Protection and Affordable Care ActP.L. 100-294 - Child Abuse Prevention, Adoption, and Family Services Act of 19882000'sP.L. 110-351 - Fostering Connections to Success and Increasing Adoptions Act of 2008P.L. 109-432 - Tax Relief and Health Care Act of 2006P.L. 109-288 - Child and Family Services Improvement Act of 2006P.L. 109-248 - Adam Walsh Child Protection and Safety Act of 2006P.L. 109-239 - Safe and Timely Interstate Placement of Foster Children Act of 2006P.L. 109-171 - Deficit Reduction Act of 2005P.L. 109-113 - Fair Access Foster Care Act of 2005P.L. 108-145 - Adoption Promotion Act of 2003P.L. 108-36 - Keeping Children and Families Safe Act of 2003P.L. 107-133 - Promoting Safe and Stable Families Amendments of 2001P.L. 106-279 - Intercountry Adoption Act of 2000P.L. 106-177 - Child Abuse Prevention and Enforcement Act of 2000

Publisher Response: We will expand the scope of what students are being asked to ensure students identify and research both legislation and policies in U4 Activity 2. Due to space constraints, we will not be able to include everything listed in the feedback.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1B

URL:

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Feedback Text: Limited in scope (only one piece of legislation mentioned) Consider:2020 to Present:2010'sP.L. 111-320 - CAPTA Reauthorization Act of 2010P.L. 115-123 - Family First Prevention Services ActP.L. 115-271 - Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities Act or the SUPPORT for Patients and Communities ActP.L. 114-198 - Comprehensive Addiction and Recovery Act of 2016P.L. 114-22 - Justice for Victims of Trafficking Act of 2015P.L. 113-183 - Preventing Sex Trafficking and Strengthening Families ActP.L. 112-34 -

Child and Family Services Improvement and Innovation ActP.L. 111-148 - Patient Protection and Affordable Care ActP.L. 100-294 - Child Abuse Prevention, Adoption, and Family Services Act of 19882000'sP.L. 110-351 - Fostering Connections to Success and Increasing Adoptions Act of 2008P.L. 109-432 - Tax Relief and Health Care Act of 2006P.L. 109-288 - Child and Family Services Improvement Act of 2006P.L. 109-248 - Adam Walsh Child Protection and Safety Act of 2006P.L. 109-239 - Safe and Timely Interstate Placement of Foster Children Act of 2006P.L. 109-171 - Deficit Reduction Act of 2005P.L. 109-113 - Fair Access Foster Care Act of 2005P.L. 108-145 - Adoption Promotion Act of 2003P.L. 108-36 - Keeping Children and Families Safe Act of 2003P.L. 107-133 - Promoting Safe and Stable Families Amendments of 2001P.L. 106-279 - Intercountry Adoption Act of 2000P.L. 106-177 - Child Abuse Prevention and Enforcement Act of 2000

Publisher Response: We will add some additional information to cover current public policies and expand the scope of the information presented to students in the U4, Lesson 3 content. Due to space constraints, however, we will not be able to include everything listed in the feedback.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1B

URL:

View Content

Feedback Text: Offer guidance to students by way of information regarding public policy.2020 to Present:2010'sP.L. 111-320 - CAPTA Reauthorization Act of 2010P.L. 115-123 - Family First Prevention Services ActP.L. 115-271 - Substance Use-Disorder Prevention that Promotes Opioid Recovery and Treatment for Patients and Communities Act or the SUPPORT for Patients and Communities ActP.L. 114-198 - Comprehensive Addiction and Recovery Act of 2016P.L. 114-22 - Justice for Victims of Trafficking Act of 2015P.L. 113-183 - Preventing Sex Trafficking and Strengthening Families ActP.L. 112-34 - Child and Family Services Improvement and Innovation ActP.L. 111-148 - Patient Protection and Affordable Care ActP.L. 100-294 - Child Abuse Prevention, Adoption, and Family Services Act of 19882000'sP.L. 110-351 - Fostering Connections to Success and Increasing Adoptions Act of 2008P.L. 109-432 - Tax Relief and Health Care Act of 2006P.L. 109-288 - Child and Family Services Improvement Act of 2006P.L. 109-248 - Adam Walsh Child Protection and Safety Act of 2006P.L. 109-239 - Safe and Timely Interstate Placement of Foster Children Act of 2006P.L. 109-171 - Deficit Reduction Act of 2005P.L. 109-113 - Fair Access Foster Care Act of 2005P.L. 108-145 - Adoption Promotion Act of 2003P.L. 108-36 - Keeping Children and Families Safe Act of 2003P.L. 107-133 - Promoting Safe and Stable Families Amendments of 2001P.L. 106-279 - Intercountry Adoption Act of 2000P.L. 106-177 - Child Abuse Prevention and Enforcement Act of 2000

Publisher Response: Will expand the scope of what students are being asked to ensure students identify and research both legislation and policies in U4 Activity 2. Due to space constraints, we will not be able to include everything listed in the feedback.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1B

URL:

View Content

Feedback Text: Expand the scope to include more than a singular policy. See https://www.acf.hhs.gov/cb/laws-policies

Publisher Response: Will add additional information to cover current public policies and expand the scope of the information presented to students in U4, Lesson 3 content.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1B

URL:

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Feedback Text: Though advances in immunology can be explored as the impact of technology on the growth of children, this misses the mark by not exploring technological advances in acute care, accessibility, treatment, etc.

Publisher Response: We will expand this lesson to address the SRP's feedback to include other advances in technology on the growth of children, such as pediatric teletherapy, pediatric medicines, acute care, accessibility.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1B

URL:

View Content

Feedback Text: Activity is missing components present in the narrative such as demonstrating collaboration a part of the SE

Publisher Response: Due to space constraints in the CT question, we will add an activity to the U8 Teacher Resouces, Lesson Plan to allow students to demonstrate collaboration within the work environment.

Component: *Child Development 1a/1b*
ISBN: 9781959433170

Page Number(s): 1B

URL:

View Content

Feedback Text: Rather than having students write a generic reflection on what they have learned consider having them develop a schedule for manage their time for one month.See -The principles below are derived from research on time management, motivation theory and much experience working with university students. Think of time management techniques as tools to help you do what you value the most. Make these tools into an expression of your values—what's most important to you—not just a schedule to get more stuff done. Try to keep these principles in mind as you schedule and calendar your time, and when making the moment-to-moment decisions that are crucial to effective time management for balance and well-being.Commitment—if you can't commit to devoting time to a task, don't put it in your schedule. Only schedule tasks you WILL do. Be brutally realistic, not idealistic when making your schedule. Creating a schedule you can't actually keep is setting yourself up for frustration. If you don't actually stick to your schedule it will soon become useless. This may have happened to you in the past.Pursue fun with a vengeance—Make time for enjoyable, rejuvenating and satisfying activities like organizations, sports, and entertainment. Organize your academic and other obligations AROUND these commitments to fun.Time vs. task focus—Think of your day in terms of time, not the tasks you have to do. Devote time to important tasks every day. It's hard to predict how long a task will take, so it's hard to schedule with great precision. But you can reliably schedule regular intervals of time and get into a routine. Make an appointment with yourself for a particular time period, and when playing or working, set your purpose "I'll get the most out of this time."One thing at a time—Current research shows us that multi---tasking is a myth. In actuality, we are switching back and forth between tasks. With each switch we pay a cognitive cost and a time cost: It takes time to get mentally back into the task, thus making us less efficient. When switching we lose the depth of our engagement, absorption. This depth is necessary at Princeton where you are expected to gain conceptual mastery, not merely a superficial understanding.Block out time—devote, on a regular basis, chunks of time to a specific class. Make it part of your schedule, your routine. Estimate how many hours per week you want to devote to a class. Set aside this many hours for working tasks in the course Slice up your task into pieces and allow specific blocks of time for specific pieces of a big project.First Things First—if you can do so, schedule the things that are most important to you first thing in the day, or at the first available time slot. Anything that gets scheduled later in the day has a greater chance of getting interrupted, put

off and never gotten to. You won’t be thinking or worrying about your work during your leisure time if you get academic tasks done first.Routine—It takes 30 days to create a habit, but good habits make your life easier. With good habits in place you don’t have to make as many hard decisions, thus you are less likely to make unproductive ones such as talking yourself out of doing what you had planned.Flexibility—How do you incorporate flexibility into your schedule? Don’t schedule every hour of the day, leave empty time slots, and schedule in recreation time. Create a two-hour or three-hour block on Friday as a catch all makeup time. When things come up and you are deciding whether to diverge from your established schedule, survey future hours and days to see where you can make up lost time. Switch blocks of time so that your schedule reflects your new commitments.Respond vs. react—In the moment of decision---making, when faced with a decision or an impulse to diverge from your schedule, don’t just react, RESPOND. Pause, take a moment to think. Remember what’s most important to you and do what will help you get it. For example, if exercise is a top priority for you, don’t let a sudden fear about a grade prevent you from exercising. Be ready to reduce the amount of time, but don't compromise on your health. Don’t let “mindgames” in which you create justifications get in the way or lead you astray.Organize your environment—both physical and social—for success, for support—be creative.Choose carefully where you study and do other tasks: minimize distraction; maximize focus.Use physical reminders. If you want to work out more, but are getting bogged down in email or Facebook, put your running shoes on top of your laptop. Make it harder to get off track and easier to stick to your plan by changing your environment.Instead of friends being a “distraction”, enlist their support:Study buddy/group—work on problem sets, readings, etc. in your shared course together.Get a study/writing partner—same place and time, but not the same course.Ask friends NOT to call you at specific times. Ask them to help you stick to your schedule. Say, “tell me to leave your room” or the dining hall after one hour, etc.

Publisher Response: We will add an activity in which students can apply productive work habits in a more hands-on manner. Due to space constraints in the Activity and course unit, we will add this to the U8 Teacher Resouces, Lesson Plan.

Component: ***Child Development 1a/1b***
ISBN: 9781959433170

Page Number(s): 1B

URL:

View Content

Feedback Text: There is much discussion in the lesson plan. Students may need more guided practice to facilitate these discussions on organization, time management, etc.

Publisher Response: We will expand the scope of what students are being asked to ensure students identify and research both legislation and policies in U4 Activity 2.

Publisher: eDynamic Holdings LP

Computer Science I

Program: Introduction to Programming 1a/1b: TEKS

Editorial Changes

Component: ***Introduction to Programming 1a/1b***
ISBN: 9781737161660

Type: Editorial Change

Location: Programming 1a, Unit 4, Critical Thinking Question 1

Original Text: Imagine you’re troubleshooting a computer with various hardware issues. Based on what you’ve learned in the unit, identify the component type (Primary Memory, Secondary Memory, CPU, Motherboard, or Peripherals.) that

would most likely be the cause of each of the following issues. You've received a message that you can't download a file due to insufficient storage. Nothing occurs on the screen when moving or clicking the mouse. The processing performance of the machine has severely decreased and seems to be reporting high temperatures. A program has crashed, and error codes reference a memory error or leak. Answers will vary in description, but should mention the following: This error has to do with storage, so secondary memory is the culprit. This could be a peripheral issue with the mouse or the bus it's attached to. Since memory is referenced, we can assume that the error is related to primary memory or the software itself.

Updated Text: 1. Imagine you're troubleshooting a computer with various hardware issues. Based on what you've learned in the unit, identify the component type (Primary Memory, Secondary Memory, CPU, Motherboard, or Peripherals.) that would most likely be the cause of each of the following issues. Then, describe how that component, if working correctly, should function normally. A. You've received a message that you can't download a file due to insufficient storage. B. Nothing occurs on the screen when moving or clicking the mouse. C. A program has crashed, and error codes reference a memory error or leak. D. Your computer is making irregular beeping noises and shutting down. Answers will vary in description, but should mention the following: This error has to do with storage, so secondary memory is the culprit. Secondary memory is non-volatile and should store data long term. This is most likely a peripheral issue with the mouse. Peripherals should connect to the CPU through the bus and provide input or output. Since memory is referenced, we can assume that the error is related to primary memory. Primary memory (RAM) should hold instructions from the software that is currently in use. This is an issue with the CPU. The central processing unit should interact with RAM to perform the fetch-decode-execute cycle.

Component: ***Introduction to Programming 1a/1b***
ISBN: 9781737161660

Type: Editorial Change

Location: Programming 1b, Unit 5, Lab

Component: ***Introduction to Programming 1a/1b***
ISBN: 9781737161660

Type: Editorial Change

Location: Programming 1a, Unit 7, Activity

Original Text: Code it! Part 1 Using PythonAnywhere, write a program that meets the following criteria: Use an appropriate data structure to read in at least 10 integers from the user. Perform a variety of mathematical operations on the numbers, and print the results of the following: All the prime numbers The greatest common divisor between the first and second number Square of the 3rd number Square root of the 8th number The absolute value of the 10th number Ask the user to input a decimal, round it to 2 decimal places, and then overwrite the 4th number in the list. Change the 6th number to be the result of the following expression: The 5th number times the 3rd number divided by the 1st number (use integer division), all added to the 7th number.

Updated Text: Code it! Part 1 Using PythonAnywhere, write a program that meets the following criteria: 1. Use an appropriate data structure to read in at least 10 integers from the user. 2. Perform a variety of mathematical operations on the numbers, and print the results of the following: All the prime numbers The difference between the first and last number The greatest common divisor between the first and second number Square of the 3rd number Square root of the 8th number The absolute value of the 10th number Ask the user to input a decimal, round it to 2 decimal places, and then overwrite the 4th number in the list. Change the 6th number to be the result of the following expression: The 5th number times the 3rd number divided by the 1st number (use integer division), all added to the 7th number.

Feedback and Publisher Responses

Component: ***Introduction to Programming 1a/1b***
ISBN: 9781737161660

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Page Number(s): 1A

URL:

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Feedback Text: We accepted this marginally. Add Maria's last name and print the first and last together.

Publisher Response: To address all parts of the TEK (represent text data, including concatenation), we will change part of the Unit 4 Activity to include concatenation. "Print their address three times." will be changed to "Print their address three times using concatenation."

Component: ***Introduction to Programming 1a/1b***
ISBN: 9781737161660

Page Number(s): 1A

URL:

View Content

Feedback Text: This ALMOST meets the TEK. Have the student enter Maria's last name as a separate string and then concatenate. Maybe even include the address.

Publisher Response: To address all parts of the TEK (represent text data, including concatenation), we will change part of the Unit 4 Activity to include concatenation. "Print their address three times." will be changed to "Print their address three times using concatenation."

Publisher: eDynamic Holdings LP

Computer Science II

Program: Programming 2a/2b: TEKS

Feedback and Publisher Responses

Component: ***Programming 2a/2b***
ISBN: 9781737161585

Page Number(s): 2A

URL:

View Content

Feedback Text: Can see students getting lost in beginning this problem. Specify what kind of data they should be using and what context (are they sorting numbers? Student names?). There's potential for creativity in this problem but there should be more guidance. Some ideas:1) Given a list of names, and a target name, ask students to implement binary search to determine whether the target is in the list. (Linear search is too easy)2) Given a list of numbers, ask student to implement their favorite sorting algorithm.

Publisher Response: We will change the first sentence of Step 3 to "Input several different data sets to test your code (ideas may include names, numbers, songs, etc.), making sure you get the right results every time."

Component: ***Programming 2a/2b***
ISBN: 9781737161585

Page Number(s): 2A

URL:

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Feedback Text: "Use a print statement or a loop to display the data."Students will need print statements even if they choose to use a loop. Best to specify "single print statement" vs. "print within a loop" to be clear.

Publisher Response: We will change the text to "Use a single print statement or a print statement within a loop to display the data."

Component: *Programming 2a/2b*
ISBN: 9781737161585

Page Number(s): 2A

URL:

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Feedback Text: " Does one have fewer statements? Does one seem to execute faster? Do you think one uses less memory than the other? What do you think the Big-O values are for each? "Last sentence is better phrased as "What do you think the time and space complexity are for each of your solutions? Use Big-O notation in your answer."

Publisher Response: We will change "What do you think the Big O values are for each?" to "What do you think the time and space complexity are for each of your solutions? Use Big-O notation in your answer."

Component: *Programming 2a/2b*
ISBN: 9781737161585

Page Number(s): 2B

URL:

View Content

Feedback Text: Inconsistent spelling of "resume" as both "resume" and "résumé" in this chapter.

Publisher Response: Thank you for pointing this out. We will change the one inconsistent spelling of "résumé" to "resume" in the sentence "Being a member of FBLA can helpboost your future résumé with additional skills and organizational involvement."

Publisher: eDynamic Holdings LP

Cybersecurity Capstone

Program: Operational Cybersecurity 1a/1b: TEKS

Editorial Changes

Component: *Operational Cybersecurity 1a/1b*
ISBN: 9798986044354

Type: Editorial Change

Location: Operational Cybersecurity 1b, Unit 6, Critical THinking 2

Original Text: Why is cybersafety so important to modern society? How do actions like cyberbullying threaten that safety?

Updated Text: Why is cybersafety so important to modern society? How do actions like cyberbullying threaten that safety? Are there any local cybersecurity laws that you can analyze to address this?

Component: *Operational Cybersecurity 1a/1b*
ISBN: 9798986044354

Type: Editorial Change

Location: Operational Cybersecurity 1a, Unit 2, Activity 1

Original Text: Logical Mapping Required Materials Word processing software Image editing software (optional) Step 1: Designing a Secure Network Before cables are connected to any devices, a network administrator should ensure that they've thought through the security implications of the network's logical map—that is, which devices are directly connected to others, which ones need to be in the same broadcast domain, etc. In this activity, you'll need to make sure that you've considered what goes into creating the logical map for a network—because you're the network specialist who will be creating the logical map for a small 3-D printing company. Step 2: What Goes Where? You need to know the following details: You are responsible for designing and implementing the network structure for a printing company. The company hosts proprietary software that provides a web-based interface for users to design models (primarily for board games). Your company prints these models (using one of 10 3-D printing devices available on site) and ships them to users. You also sell the digital file created by the software to customers who have their own 3-D printers at home. Customers can re-download these files at any time. A customer can access their library of creations at any time (in case the customer wants to reprint a model or take an old model, make changes, and reprint it). Using a word processing software, image editing software, or a similar software, create a visual map of the logical connections between devices. A device may be represented by an image or a name, but ensure that the device's function is clearly indicated somewhere. (For example, the label "Web Software Server" appears on the map, and in the index or map key, it says, "Web Software Server: Hosts the software that customers use to design their models"). Remember that these sorts of maps are visual tools; the various VLANs and similar structures you propose should be indicated by boxes, circles, etc., that are connected by lines. Your VLANs and other structures should not simply be itemized in a list. Don't Forget Security It should go without saying by now, but you should keep security in mind as you design the network! Your network should include at least the following concepts: A DMZ An isolated VLAN TWO or more broadcast domains Step 3: What to Submit Your submission for this activity is a visual, logical map that is focused on VLAN concepts. Your map should depict a network suitable for the 3-D modeling/printing company described above.

Updated Text: Secure Logical Mapping Required Materials • Word processing software • Image editing software (optional) Step 1: Designing a Secure Network Before cables are connected to any devices, a network administrator should ensure that they've thought through the security implications of the network. That includes both security in the's logical map and physical security—that is, network administrators need to know which devices are directly connected to others, which ones need to be in the same broadcast domain, how the devices will be secured, where they will be located in an office, etc. In this activity, you'll need to make sure that you've considered what goes into security and creating the logical map for a network—because you're the network specialist who will be creating the logical mapnetwork for a small 3-D printing company. You will need to evaluate the role of physical security in your network as well as the role of security in logical mapping. In addition, you will also need to evaluate the role of network security devices such as firewalls, intrusion detection systems (IDS), intrusion prevention systems (IPS), intrusion detection/prevention systems (IDPS), and security information and event management (SIEM) systems. Step 2: What Goes Where? You need to know the following details: • You are responsible for designing and implementing the network structure for a printing company. • The company hosts proprietary software that provides a web-based interface for users to design models (primarily for board games). • Your company prints these models (using one of 10 3-D printing devices available on site) and ships them to users. • You also sell the digital file created by the software to customers who have their own 3-D printers at home. • Customers can re-download these files at any time. • A customer can access their library of creations at any time (in case the customer wants to reprint a model or take an old model, make changes, and reprint it). Using a word processing software, image editing software, or a similar software, create a visual map of the logical connections between devices. A device may be represented by an image or a name, but ensure that the device's function is clearly indicated somewhere. (For example, the label "Web Software Server" appears on the map, and in the index or map key, it says, "Web Software Server: Hosts the software that customers use to design their models"). Remember that these sorts of maps are visual tools; the various VLANs and similar structures you propose should be indicated by boxes, circles, etc., that are connected by lines. Physical security can be indicated through symbols for locked doors, security cameras, etc. Your VLANs and other structures should not simply be itemized in a list. Don't Forget Security It should go without saying by now, but you should keep security in mind as you design the network! Your network should include at least the following concepts: • A DMZ • An isolated VLAN •

TWO or more broadcast domains • Network security devices (firewalls, IDS, IPS, IDPS, or SIEM) • Physical security for network devices Step 3: What to Submit Your submission for this activity is a visual, logical map that is focused on VLAN concepts as well as physical security. Your map should depict a network suitable for the 3-D modeling/printing company described above.

Component: *Operational Cybersecurity 1a/1b*
ISBN: 9798986044354

Type: Editorial Change

Location: Operational Cybersecurity 1a, Unit 2, Critical THinking 1

Original Text: In your own words, explain what cloud computing means, including at least one example of the use of the cloud. What are the benefits and drawbacks of typical cloud services? Explain the difference between any TWO of the following cloud services: Platform as a service (PaaS) Software as a service (SaaS) Infrastructure as a service (IaaS) Your analysis should include the strengths and drawbacks of the two types of cloud services you choose. Think of a place that could make use of a cloud computing environment. This could be a school, home, business—anything! Would a public cloud, private cloud, hybrid cloud, or community cloud be best for that place? In your answer, describe the cloud type you chose and why it would be best. Describe a situation in which someone might come in contact with an application interface (API). In your answer, explain what an API is. In what ways is software-defined networking (SDN) similar to traditional networking? In what ways is it different (or what is a new, distinct challenge it poses)? In your answer, define what SDN is.

Updated Text: How would network segmentation (including VLANs, sandboxes, and air gaps) have helped the Baltimore school district prevent the 2020 ransomware attack against its network? Give AT LEAST TWO examples.

Feedback and Publisher Responses

Component: *Operational Cybersecurity 1a/1b*
ISBN: 9798986044354

Page Number(s): 1B

URL:

View Content

Feedback Text: We really like the activity, but would appreciate the explicit inclusion of the laws by students in their responses.

Publisher Response: We will change Question 2 to this: What is the point Schneier is making with the John Deere tractor example? Argue for or against the ethics of the farmers who ended up downloading pirated firmware. Include specific, applicable cybersecurity law(s) in your response.

Publisher: eDynamic Holdings LP

Foundations of Cybersecurity

Program: Network Security Fundamentals 1a/1b: TEKS

Editorial Changes

Component: *Network Security Fundamentals 1a/1b*
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1b Unit 7, Activity 2

Original Text: Step 2: What Is Terrorism? Separate from the video, research several definitions of physical terrorism. Choose THREE definitions that have distinct differences or important parts to them. Then, copy each definition into a word processing file and provide a full citation for the source of each definition using any official style format (e.g., APA or MLA). Based on your personal evaluation of those definitions, complete the following steps: Synthesize the material from those definitions for yourself, and use it to write a fourth definition. • Next, research and explain the difference between physical terrorism as you've defined it and cyberterrorism. Then, research and explain the difference between terrorism and counterterrorism. Create refined definitions for cyberterrorism and counterterrorism. You may find it useful to look up similar terms like "hacktivist" or "state-sponsored terrorism" when creating these two new definitions. Using your definitions, explain what makes something an act of terrorism as opposed to an act of rebellion, civil disobedience, liberation, fighting for freedom, military action, etc. In other words, explain the difference between a "terrorist" and a "freedom fighter," "patriot," or similar person (even a "counterterrorist"), or specify why your definition is unable to make that distinction. Then, consider your own personal definition of terrorism and consider the implication in Greenwald's video that, for many people, only terrorists need to worry about privacy. Explain whether that is true for the definition of terrorism you've landed on for yourself. As a reminder, you may conduct independent research when composing your responses to these prompts. If you quote any source at length, be sure to provide an attribution; however, you do NOT need to write a full APA- or MLA-style citation for a quotation as the critical element is your personal reflection. Step 3: What to Submit Your submission for this activity should be a word processing file containing the following content: Answers to the seven questions directly related to the video Three definitions of physical terrorism with complete citations Your personal definitions of physical terrorism, cyberterrorism, and counterterrorism An evaluation of the difference between a terrorist and a rebel or freedom fighter An evaluation of whether it's true that only terrorists need to worry about privacy

Updated Text: Step 2: What Is Terrorism? Separate from the video, research several definitions of physical terrorism. Choose THREE definitions that have distinct differences or important parts to them. Then, copy each definition into a word processing file and provide a full citation for the source of each definition using any official style format (e.g., APA or MLA). Based on your personal evaluation of those definitions, complete the following steps: • Synthesize the material from those definitions for yourself, and use it to write a fourth definition. • Next, research and explain the difference between physical terrorism as you've defined it and cyberterrorism. • Then, research and explain the difference between terrorism and counterterrorism. • Create refined definitions for cyberterrorism and counterterrorism. You may find it useful to look up similar terms like "hacktivist" or "state-sponsored terrorism" when creating these two new definitions. Using your definitions, explain what makes something an act of terrorism as opposed to an act of rebellion, civil disobedience, liberation, fighting for freedom, military action, etc. In other words, explain the difference between a "terrorist" and a "freedom fighter," "patriot," or similar person (even a "counterterrorist"), or specify why your definition is unable to make that distinction. Then, consider your own personal definition of terrorism and consider the implication in Greenwald's video that, for many people, only terrorists need to worry about privacy. Explain whether that is true for the definition of terrorism you've landed on for yourself. As a reminder, you may conduct independent research when composing your responses to these prompts. If you quote any source at length, be sure to provide an attribution; however, you do NOT need to write a full APA- or MLA-style citation for a quotation as the critical element is your personal reflection. Step 3: Complete Your Own Research The videos introduced several issues that affect both domestic and international interests. Find three national laws and two international laws that impact the world of cybersecurity. Investigate these laws and provide a brief explanation of the laws themselves and what they aim to accomplish. Next, perform an analysis of their effectiveness. Do you believe these laws effectively meet the needs of society and deter possible criminal behavior? Rationalize your reasoning. Step 4: What to Submit Your submission for this activity should be a word processing file containing the following content: • Answers to the seven questions directly related to the video • Three definitions of physical terrorism with complete citations • Your personal definitions of physical terrorism, cyberterrorism, and counterterrorism • An evaluation of the difference between a terrorist and a rebel or freedom fighter • An evaluation of whether it's true that only terrorists need to worry about privacy • An investigation and analysis of three national laws and two international laws that impact cybersecurity. Submit your completed activity via the dropbox.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1b, Unit 7, Critical Thinking Question 5

Original Text: During the COVID-19 pandemic, small counties or cities with low populations sometimes did not provide full demographic and health summaries for local breakouts of the disease—for example, when there were relatively few cases that all came from a single bar or restaurant. Considering PII and PHI, why might these counties have refused to publicize this information? Answers will vary. Students should recognize that releasing information like age, gender, and location would essentially allow individuals who contracted the disease to be specifically identified, violating their privacy.

Updated Text: 5. During the COVID-19 pandemic, small counties or cities with low populations sometimes did not provide full demographic and health summaries for local breakouts of the disease—for example, when there were relatively few cases that all came from a single bar or restaurant. Define personally identifiable information (PII) and protected health information (PHI). Considering PII and PHI, why might these counties have refused to publicize this information? Evaluate the risks and benefits of sharing PII in this scenario and in general. Answers will vary. oStudents should recognize that releasing information like age, gender, and location would essentially allow individuals who contracted the disease to be specifically identified, violating their privacy.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 1, Lesson 2

Original Text: Threats, Vulnerabilities, and Exploits The electronic systems that we use today are all accompanied by some form of risk. Not only could a device fail at a most inopportune time, but it could also leak information about us, or an adversary may find a way to break into our network. What are these risks? How can we mitigate or minimize our exposure to them? Let's take a look at some risks our networks face each day. First, let's talk about threats. A threat to our networks refers to anything that has the potential to harm our systems. System vulnerabilities represent significant threats to modern-day networks. Two of the most common risks of this type are malware and social engineering attacks. Malware includes threats such as Trojan horses, viruses, and computer worms that can become installed on your computer. Social engineering attacks attempt to trick you into providing personal information such as usernames and passwords. You will learn more about these risks, and others, later in the course. A vulnerability is something in a system or network that is easily attacked. The most common vulnerability is an unpatched operating system (Windows, Linux, Android, Apple, etc.) that allows an attacker to attack and access a network easily. We call this an exploit, or taking advantage of the vulnerability. As you research the topic of network security, you will read about countless attacks that were caused by the exploitation of vulnerabilities. For example, imagine you are hired to manage a network for an organization. On your first day, you notice all client computers are running Windows XP as their operating system. You know that Microsoft ended support for Windows XP on April 8, 2014, recommending that everyone upgrade their systems immediately. You also know that the CVE (Common Vulnerabilities and Exposures) database lists 741 known security exploits for Windows XP. This organization is at extreme risk of a vulnerable Windows XP system being attacked and exploited.

Updated Text: Threats, Vulnerabilities, and Exploits The electronic systems that we use today are all accompanied by some form of risk. Not only could a device fail at a most inopportune time, but it could also leak information about us, or an adversary may find a way to break into our network. What are these risks? How can we mitigate or minimize our exposure to them? Let's take a look at some risks our networks face each day. First, let's talk about threats. A threat to our networks refers to anything that has the potential to harm our systems. System vulnerabilities represent significant threats to modern-day networks. Two of the most common risks of this type are malware and social engineering attacks. Malware includes threats such as Trojan horses, viruses, and computer worms that can become installed on your computer. Social engineering attacks attempt to trick you into providing personal information such as usernames and passwords. You will learn more about these risks, and others, later in the course. To better understand these risks, we can use industry-accepted metrics like the Common Vulnerability Scoring System (CVSS). CVSS provides an open

framework for communicating the characteristics and impacts of IT vulnerabilities. For example, malware such as a Trojan horse might have a high CVSS score due to its ability to control the host computer, while a social engineering attack might have a lower score, but its impact could be severe depending on the sensitivity of the information revealed. By comparing these CVSS scores, we can prioritize which vulnerabilities to address first. A vulnerability is something in a system or network that is easily attacked. The most common vulnerability is an unpatched operating system (Windows, Linux, Android, Apple, etc.) that allows an attacker to attack and access a network easily. We call this an exploit, or taking advantage of the vulnerability. As you research the topic of network security, you will read about countless attacks that were caused by the exploitation of vulnerabilities. For example, imagine you are hired to manage a network for an organization. On your first day, you notice all client computers are running Windows XP as their operating system. You know that Microsoft ended support for Windows XP on April 8, 2014, recommending that everyone upgrade their systems immediately. You also know that the CVE (Common Vulnerabilities and Exposures) database lists 741 known security exploits for Windows XP. This organization is at extreme risk of a vulnerable Windows XP system being attacked and exploited.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1b, Unit 7, Critical Thinking Question 1

Original Text: Why do social media sites like Facebook and Twitter represent areas of concern for cybersecurity experts? What are the ways these sites are used by nefarious agents, and why are these sites difficult to control? Answers will vary. Generally, social media sites of all kinds and Facebook in particular are being targeted more and more by cybercriminals and by international propagandists. This is especially true when it comes to political news. Furthermore, it's easy to spread misinformation on these types of sites. It has been difficult for companies to control this because they have to balance security against profitability while being perceived as politically unbiased. The sites are used to spread misinformation, and the servers are hacked to gain user information (sometimes to help spread that misinformation). Previous units covered specific attacks on sites that could be used (e.g., injection attacks). Students may also mention these.

Updated Text: Why do social media sites like Facebook and Twitter represent areas of concern for cybersecurity experts, considering the legal ramifications involved? What are the ways these sites are used by nefarious agents to commit cybercrimes, and why are these sites difficult to control from a legal standpoint? How do cybersecurity laws and regulations come into play when addressing the security and privacy issues associated with social media platforms? Answers will vary. Generally, social media sites of all kinds and Facebook in particular are being targeted more and more by cybercriminals and by international propagandists. This is especially true when it comes to political news. Furthermore, it's easy to spread misinformation on these types of sites. It has been difficult for companies to control this because they have to balance security against profitability while being perceived as politically unbiased. The sites are used to spread misinformation, and the servers are hacked to gain user information (sometimes to help spread that misinformation). Previous units covered specific attacks on sites that could be used (e.g., injection attacks). Students may also mention these.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 1, Activity 2

Original Text: How Vulnerable Is Your School? In this activity, you will perform a high-level risk assessment of your school or a similar educational institution. Consider a typical high school, either one you attend or one near you. Imagine the school has asked you to help assess its information security plan. Your first task is to lay out the attack surface for the school. Consider the physical grounds, information systems, and data needs, including both digital and hard copies of information. What are the school's vulnerabilities? Create a slideshow presentation to discuss the following potential attack vectors: Hardware Software Network Human Physical Organizational You will find it helpful to research other

sample analyses of attack surfaces to find out more about each vector. For each of those vectors, start with a slide describing the category of vulnerability. For example, what do you mean when you say you will discuss a “hardware,” “software,” or “human” vulnerability? Identify potential risks to the school or institution that come with each category. This should be accessible to a broad audience as you will be presenting this material to educators and administrators who may not be as tech-savvy as you! Next, create one or two slides detailing the specific vulnerabilities that should be considered in conjunction with that category of attack (or hypothetical vulnerabilities, if you don’t have true access to the information required). What are the warning signs or alerts which may accompany those vulnerabilities? Remember that you are only discussing something that could be exploited by a bad actor, not proposing solutions (yet). Your submission for this activity will be a slideshow-style presentation on the attack surface for a school by describing each attack vector in one to three slides.

Updated Text: How Vulnerable Is Your School? In this activity, you will perform a high-level risk assessment of your school or a similar educational institution. Consider a typical high school, either one you attend or one near you. Imagine the school has asked you to help assess its information security plan. Your first task is to lay out the attack surface for the school. Consider the physical grounds, information systems, and data needs, including both digital and hard copies of information. What are the school’s vulnerabilities? Create a slideshow presentation to discuss the following potential attack vectors: • Hardware • Software • Network • Human • Physical • Organizational You will find it helpful to research other sample analyses of attack surfaces to find out more about each vector. For each of those vectors, start with a slide describing the category of vulnerability. For example, what do you mean when you say you will discuss a “hardware,” “software,” or “human” vulnerability? Identify potential risks to the school or institution that come with each category. This should be accessible to a broad audience as you will be presenting this material to educators and administrators who may not be as tech-savvy as you! Next, create one or two slides detailing the specific vulnerabilities that should be considered in conjunction with that category of attack (or hypothetical vulnerabilities, if you don’t have true access to the information required). What are the warning signs or alerts which may accompany those vulnerabilities? Remember that you are only discussing something that could be exploited by a bad actor, not proposing solutions (yet). One vulnerability you should consider is that of a possible payload. First, describe what a payload is in terms of cybersecurity and provide a probable scenario in which a payload could enter the school’s system given the current security measures. Your submission for this activity will be a slideshow-style presentation on the attack surface for a school by describing each attack vector in one to three slides.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 7, Activity 1

Original Text: Malware in the Real World For this activity, you will research different real-world malware attacks and create a chart that shows how each attack was performed and how much damage each attack caused. If you’ve previously completed an activity in which you’ve researched real-world attacks—for example, a slideshow looking at different categories of cybersecurity breaches like man-in-the-middle attacks—you may include those same attacks in this exercise. Research real-world incidents involving the following types of malware: Worms Trojans Viruses Backdoors Spyware or a keyloggers Botnets Create a chart with a row for each of the six categories listed above. Next, create nine columns that contain the following information: A one-sentence definition of the malware category The name of the attack, if it has one The year of the attack The target of the attack How the malware entered the system, if known Who introduced the malware or is suspected of having introduced it, if known The motivation behind the attack (or best guess for the motivation) How much damage the malware is estimated to have caused (If no dollar amount is given, then a short description of the damage caused is acceptable.) A link to a single article or webpage that provides a good overview of the attack Make sure that your chart is formatted in a way that makes it easy to read and possible to compare characteristics of different types of malware. If any items are missing, write “N/A” in that cell. Provide your submission in an Excel spreadsheet, Google Sheets file, or a document with a table in it that contains all the required information.

Updated Text: Malware in the Real World For this activity, you will research different real-world malware attacks, define different types of malware, and create a chart that shows how each attack was performed and how much damage each attack caused. If you've previously completed an activity in which you've researched real-world attacks—for example, a slideshow looking at different categories of cybersecurity breaches like man-in-the-middle attacks—you may include those same attacks in this exercise. Research real-world incidents involving the following types of malware: • Worms • Trojans • Viruses • Backdoors • Spyware or a keyloggers • Botnets • Ransomware Create a chart with a row for each of the six categories listed above. Next, create nine columns that contain the following information: • A one-sentence definition of the malware category • The name of the attack if it has one • The year of the attack • The target of the attack • How the malware entered the system if known • Who introduced the malware or is suspected of having introduced it if known • The motivation behind the attack (or best guess for the motivation) • How much damage the malware is estimated to have caused (If no dollar amount is given, then a short description of the damage caused is acceptable.) • A link to a single article or web page that provides a good overview of the attack Make sure that your chart is formatted in a way that makes it easy to read and possible to compare characteristics of different types of malware. If an item is missing, write "N/A" in that cell. Provide your submission in an Excel spreadsheet, Google Sheets file, or a document with a table in it that contains all the required information.

Component: *Network Security Fundamentals 1a/1b*
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 2, Activity 1

Original Text: Protecting the Triad: Preventative Measures In this activity, you will create a basic security plan for a small, fictional company that deals with sensitive information. Imagine that you are a cybersecurity consultant who has recently been hired by a small company that issues free bail bond loans to qualifying clients. They want to protect their sensitive client information. What's bail and how do bail bonds work? Let's look at the bail concept first. When the police make an arrest, the court system determines whether the person who was arrested (the defendant) can wait for their court date from home, or whether they will remain in jail based on a number of factors. If the defendant is allowed to wait from home, the court system asks them to post bail, or make a payment, for a certain amount of money as a form of motivation to return to court for the trial. The bail amount is returned to the defendant after they appear in court, and the case has been resolved. If the defendant is offered the bail option but can't afford it, they remain imprisoned until their trial, unable to work or attend to any familial responsibilities. Bail bond companies are entities that pay the bail for a defendant in return for an interest rate on the bail amount, so in the end, the person who was arrested will have to pay for bail and an additional percentage based on their interest rate and how long it takes them to complete their payments. The goal of this bail bond company is to offer FREE loans to defendants who are likely to be able to pay their bail bond in full over time. In order to determine which defendants are most likely to pay, this company collects highly sensitive information about their clients and is very concerned about securing its data. The company collects data by several means: forms completed in person, which are later digitized; web interfaces; and investigation by staff members, whose notes are sent securely to the main server. The company has asked you about what it should do to protect the privacy and security of its clients' information. You need to put together a presentation that clearly explains the three security concepts that form the CIA triad (i.e., confidentiality, integrity, and availability). The presentation should also highlight AT LEAST FIVE of the following security measures: Encryption Steganography Access control Hashing Digital signatures and certificates Redundancy and fault tolerance Importance of patching Create a video or audio file of you delivering the presentation to the company's staff. The presentation should be 5 to 7 minutes long and appropriate for an audience that possesses only a basic understanding of computers and the internet. If you choose to create a video recording, you may supplement your presentation with a slideshow-style presentation if you'd like. If you deliver your presentation entirely by audio recording, you may find it helpful to prepare a script beforehand. Your presentation should be tailored to the data and security needs of this specific company. Your five chosen security measures should clearly cover the three components of the CIA triad: confidentiality, integrity, and availability. Your submission for this activity will be the audio or video file containing your presentation.

Updated Text: Protecting the Triad: Preventative Measures In this activity, you will create a basic security plan for a small, fictional company that handles sensitive information. Cybersecurity deals with protecting computer systems, networks, data, and digital information from cyberattacks and malicious intent. Information security is similar but is concerned with protecting information, especially electronic data, from unauthorized use. Imagine that you are a cybersecurity consultant who has recently been hired by a small company that issues free bail bond loans to qualifying clients. The company wants to protect its sensitive client information. What's bail, and how do bail bonds work? Let's look at the bail concept first. When the police make an arrest, the court system determines whether the person who was arrested (the defendant) can wait for their court date from home or whether they will remain in jail. The decision is based on a number of factors. If the defendant is allowed to wait from home, the court system asks them to post bail, or make a payment, for a certain amount of money as a form of motivation to return to court for the trial. The bail amount is returned to the defendant after they appear in court and the case has been resolved. If the defendant is offered the bail option but can't afford it, they remain imprisoned until their trial, unable to work or attend to any familial responsibilities. A bail bond company pays the bail for a defendant in return for an interest rate on the bail amount, so in the end, the person who was arrested will have to pay bail and an additional percentage based on their interest rate and how long it takes them to complete their payments. The goal of this bail bond company is to offer FREE loans to defendants who are likely to be able to pay their bail bonds in full over time. In order to determine which defendants are the most likely to pay, this company collects highly sensitive information about its clients and is very concerned about securing its data. The company collects data through several means: forms completed in person, which are later digitized; web interfaces; and investigation by staff members, whose notes are sent securely to the main server. The company has asked you about what it should do to protect the privacy and security of its clients' information. You need to put together a presentation that clearly explains the three security concepts that form the CIA triad (i.e., confidentiality, integrity, and availability). In your presentation, be sure to define the terms "cybersecurity" and "information security" in your own words. The presentation should also highlight AT LEAST FIVE of the following security measures: • Encryption • Steganography •Access control • Hashing • Digital signatures and certificates • Redundancy and fault tolerance • Importance of patching Create a video or audio file of yourself delivering the presentation to the company's staff. The presentation should be five to seven minutes long and appropriate for an audience that possesses only a basic understanding of computers and the internet. If you choose to create a video recording, you may supplement your presentation with a slideshow-style presentation if you'd like. If you deliver your presentation entirely via an audio recording, you may find it helpful to prepare a script beforehand. Your presentation should be tailored to the data and security needs of this specific company. Your five chosen security measures should clearly cover the three components of the CIA triad: confidentiality, integrity, and availability. Your submission for this activity will be the audio or video file containing your presentation.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 7, Critical Thinking Question 1

Original Text: How has our current cybersecurity landscape been shaped by the proliferation of malware, and how might it affect our future? Answers will vary. The threat of malware pretty much requires any computer that goes online to have some form of antivirus software on it; this is also true for systems we might never have thought of as sensitive before. Our very infrastructure relies on advanced computing today and could be attacked at any time. In terms of day-to-day computer use, malware has made most people hesitant to open links or even emails at times. In the future, we'll have to continue aggressively researching potential threats to stay ahead of cybercriminals.

Updated Text: 1. How has our current cybersecurity landscape been shaped by the proliferation of malware, and how might it affect our future? Be sure to discuss the impact of malware in your response. Answers will vary. The threat of malware pretty much requires any computer that goes online to have some form of antivirus software on it; this is also true for systems we might never have thought of as sensitive before. Our very infrastructure relies on advanced computing today and could be attacked at any time. In terms of day-to-day computer use, malware has made most people hesitant to open links or even emails at times. Malware can slow down a computer's performance and has led to

ransomware attacks on individuals, businesses, and public institutions. In the future, we'll have to continue aggressively researching potential threats to stay ahead of cybercriminals.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 4, Lesson 3

Original Text: Ports, Protocols, and Services IP Services and Ports Your next step takes you a little deeper into the topic of how devices on a network talk to each other. We know the OSI has layers that help to define how networks function. You learned about address types on layer 2 (MAC) and layer 3 (IP). You also know that there are two layer 4 transport protocols (TCP, UDP) that move data around and that there are two versions of the IP protocol (v4 and v6) that could be in use on our network. After all of that, how could there possibly be more? Well, now, we need to talk about IP ports, protocols, and services. We have used the term protocol before, so you know that it represents a communications standard. IP ports are part of that communication standard. Much as a MAC address and an IP address identify a node on a network, ports define the service that our node uses and the protocol that is responsible for transporting the data. For example, when we access our favorite website, we use two services. Most websites use the HTTP and HTTPS services transported by the TCP protocol. HTTP is the Hypertext Transfer Protocol, which is the protocol that webpage or website data is transmitted over. HTTPS is the secure, or encrypted, version of HTTP, and it securely delivers webpage content. In the past, you have no doubt looked at website URLs in your favorite browser and seen HTTP and HTTPS many times, but you may not have known what they were. These tell your web browser how that web page data will be received and transmitted to your device and, ultimately, your screen. HTTPS has predominantly become the standard for all website traffic now to ensure data privacy. If you notice a website to be only HTTP, you should never enter personal or financial data on that website because it is not encrypted and could be intercepted by anyone on the internet. Two web browser windows are shown. In one window, the address https://www.netban2k.com has a red circled "i" icon next to it, and a large circled "i" icon is below it with the message "Your connection is not secure." The other window has the address https://www.netbanks.com with a green lock icon next to it and a large green circled check mark below it with the message "Secure connection". Every website should use HTTPS to improve search rankings and to avoid being labeled as not secure. Each service is assigned a port number, and every IP address has 65,536 ports associated with it ranging from 0 to 65,535. That sounds like a daunting number and a lot to remember. However, you will begin to learn and memorize the common port numbers very quickly the more you study networking, and as you begin to configure equipment, the numbers will become more and more familiar. In the example above, HTTP would have been assigned port 80 and HTTPS port 443. When we refer to a port number with an IP address, we add a colon (:) to the end of the IP address and then the port number. For example, 192.168.1.50:443 indicates that the node is running an application communicating via HTTPS. Routers and firewalls really care about the IP port that the service runs on. Both make traffic decisions based on the service and port number. The firewalls that we learned about in an earlier unit are configured to allow or deny network traffic based on the port, and if they are advanced enough, they can open the packet and look for the actual service type. This gives network administrators granular control over the type of traffic that can enter or leave their networks. As you may have already realized, IP ports and services could be a large part of an organization's attack surface, too. There is a structure to IP ports that makes learning about them a little more manageable. iSCSI: TCP Ports 860, 3260 Internet Small Computer Systems Interface (iSCSI) is an important protocol in data centers that allows systems to access data storage devices that are connected to the network. In data centers, servers connect to large network-connected storage arrays. iSCSI has become a standard for connecting to network-attached storage and can be connected to the network via copper or fiber. Fibre Channel: TCP Port 3225 Fibre Channel is a more complex, scalable, and expensive solution than iSCSI. The protocol is typically found in very large and complex data centers. As the name implies, in Fibre Channel, all the connections are made via fiber optic cable. Data transfer speeds are much faster than in iSCSI.

Updated Text: Ports, Protocols, and Services IP Services and Ports Your next step takes you a little deeper into the topic of how devices on a network talk to each other. We know the OSI has layers that help to define how networks function. You learned about address types on layer 2 (MAC) and layer 3 (IP). You also know that there are two layer 4 transport protocols (TCP, UDP) that move data around and that there are two versions of the IP protocol (v4 and v6) that

could be in use on our network. After all of that, how could there possibly be more? Well, now, we need to talk about IP ports, protocols, and services. We have used the term protocol before, so you know that it represents a communications standard. IP ports are part of that communication standard. Much as a MAC address and an IP address identify a node on a network, ports define the service that our node uses and the protocol that is responsible for transporting the data. For example, when we access our favorite website, we use two services. Most websites use the HTTP and HTTPS services transported by the TCP protocol. HTTP is the Hypertext Transfer Protocol, which is the protocol that webpage or website data is transmitted over. HTTPS is the secure, or encrypted, version of HTTP, and it securely delivers webpage content. In the past, you have no doubt looked at website URLs in your favorite browser and seen HTTP and HTTPS many times, but you may not have known what they were. These tell your web browser how that web page data will be received and transmitted to your device and, ultimately, your screen. HTTPS has predominantly become the standard for all website traffic now to ensure data privacy. If you notice a website to be only HTTP, you should never enter personal or financial data on that website because it is not encrypted and could be intercepted by anyone on the internet. Each service is assigned a port number, and every IP address has 65,536 ports associated with it ranging from 0 to 65,535. That sounds like a daunting number and a lot to remember. However, you will begin to learn and memorize the common port numbers very quickly the more you study networking, and as you begin to configure equipment, the numbers will become more and more familiar. In the example above, HTTP would have been assigned port 80 and HTTPS port 443. When we refer to a port number with an IP address, we add a colon (:) to the end of the IP address and then the port number. For example, 192.168.1.50:443 indicates that the node is running an application communicating via HTTPS. Routers and firewalls really care about the IP port that the service runs on. Both make traffic decisions based on the service and port number. The firewalls that we learned about in an earlier unit are configured to allow or deny network traffic based on the port, and if they are advanced enough, they can open the packet and look for the actual service type. This gives network administrators granular control over the type of traffic that can enter or leave their networks. As you may have already realized, IP ports and services could be a large part of an organization’s attack surface, too. To effectively manage this, network administrators use common tools for monitoring ports such as 'Wireshark' for packet analysis, 'nmap' for network scanning, and 'Netstat' for viewing active network connections. These tools provide valuable insights into the data transmitted through each port and help in identifying potential security risks. iSCSI: TCP Ports 860, 3260 Internet Small Computer Systems Interface (iSCSI) is an important protocol in data centers that allows systems to access data storage devices that are connected to the network. In data centers, servers connect to large network-connected storage arrays. iSCSI has become a standard for connecting to network-attached storage and can be connected to the network via copper or fiber. For monitoring iSCSI traffic on TCP Ports 860, 3260, network administrators typically use tools such as 'iSCSI Enterprise Target' which allows a machine to share storage over a network. These tools assist in detecting any anomalies or potential threats within the network, thereby enhancing overall network security. Fibre Channel: TCP Port 3225 Fibre Channel is a more complex, scalable, and expensive solution than iSCSI. The protocol is typically found in very large and complex data centers. As the name implies, in Fibre Channel, all the connections are made via fiber optic cable. Data transfer speeds are much faster than in iSCSI. In order to monitor Fibre Channel traffic on TCP Port 3225, network administrators can utilize specialized tools such as 'Wireshark' with its FC protocol dissector, allowing for in-depth analysis of Fibre Channel data and understanding network behavior. These monitoring tools provide visibility into data transmission and are critical in maintaining robust network security.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1b, Unit 8, Activity 2

Original Text: Stepping Stones: From Job to Career Required Materials Word processing software Step 1: Advancing in a Career Relatively few people secure their dream jobs as the first jobs they are hired for; it’s far more common to build a career over time, beginning with an entry-level position to gain experience and advancing through promotions or moving on to opportunities at other companies. For this activity, you will create a timeline of education, experience, and credentials required to advance as a cybersecurity professional. Step 2: The End Goal Choose a career goal that requires considerable experience, certifications, and “stepping stones” to pursue along the career path to that goal (for example, chief technology officer or CISO). If you don’t have a specific career in mind, you may find it easiest to choose

the highest level of certification that interests you, research which jobs require that certification, and then work backwards from there. Once you've selected your end point, create a timeline, starting with your present-day position as a student. Then, plan out the major milestones required for you to achieve the final goal. There should be AT LEAST THREE intermediary steps. For each milestone, besides the years of education and/or experience needed, be sure to include certifications, requirements, portfolio elements, etc., that such a job would entail. (You can easily determine this by quickly searching online for job postings for the position in question.) You can present your timeline in whatever format you think is best. Just make sure you include three steps beyond your current situation as a student. Step 3: What to Submit Your submission for this activity should be a timeline that includes at least FIVE total nodes covering the education, experience, certifications, etc., required to advance in a cybersecurity career. Complete your timeline in a word processing document, and submit it via the dropbox.

Updated Text: Stepping Stones: From Job to Career Required Materials • Word processing software Step 1: Advancing in a Career Relatively few people secure their dream jobs as the first jobs they are hired for; it's far more common to build a career over time, beginning with an entry-level position to gain experience and advancing through promotions or moving on to opportunities at other companies. For this activity, you will create a timeline of education, experience, and credentials required to advance as a cybersecurity professional. Step 2: The End Goal Choose a career goal that requires considerable experience, certifications, and "stepping stones" to pursue along the career path to that goal (for example, chief technology officer or CISO). If you don't have a specific career in mind, you may find it easiest to choose the highest level of certification that interests you, research which jobs require that certification, and then work backwards from there. Once you've selected your end point, create a timeline, starting with your present-day position as a student. Then, plan out the major milestones required for you to achieve the final goal. There should be AT LEAST THREE intermediary steps. For each milestone, besides the years of education and/or experience needed, be sure to include certifications, requirements, portfolio elements, etc., that such a job would entail. Also, clearly highlight the types of services that each job role or position would provide within its respective functional area of cybersecurity. (You can easily determine this by quickly searching online for job postings for the position in question.) You can present your timeline in whatever format you think is best. Just make sure you include three steps beyond your current situation as a student. Step 3: What to Submit Your submission for this activity should be a timeline that includes at least FIVE total nodes covering the education, experience, certifications, etc., required to advance in a cybersecurity career. Be sure that each node includes a brief description of the type of services this role would provide within its functional area of cybersecurity. Complete your timeline in a word processing document, and submit it via the dropbox.

Component: *Network Security Fundamentals 1a/1b*
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 4, Critical Thinking Questions 2 and 5

Original Text: Identify the number and purpose of any two well-known ports (such as SSH, HTTP, or HTTPS). Answers will vary, and there are hundreds of possible answers, but here is an example: HTTP is assigned to port 80 and stands for HyperText Transfer Protocol; it transmits webpage data. HTTPS, the secure/encrypted version, uses port 443. Identify at least two similarities and two differences between the OSI model and the TCP/IP model. Answers will vary. Both function similarly as abstractions of network communications into "layers" where certain processes occur. Both share the transport layer, which has a similar function for each (though different numbers). Both must be memorized for people who wish to complete CompTIA Network+ certification. As for differences, the first layer (network access) of the TCP model covers the first two layers of the OSI model. Similarly, the application layer (2) for the TCP model merges the final three layers of the OSI model. The TCP model covers a more limited set of circumstances and protocols.

Updated Text: 2. Identify the number and purpose of any two well-known ports (such as SSH, HTTP, or HTTPS). Additionally, name a common tool that can be used to monitor these ports and briefly describe how it works. Answers will vary, and there are hundreds of possible answers, but here is an example: HTTP is assigned to port 80 and stands for HyperText Transfer Protocol; it transmits webpage data. HTTPS, the secure/encrypted version, uses port 443. Wireshark is a common tool used to monitor these ports. It captures and analyzes network packets, providing valuable insight into the data transmitted through these ports. 5. Identify at least two similarities and two differences between the OSI

model and the TCP/IP model. Also, discuss how port monitoring tools can be used in the context of these models to enhance network security. Answers will vary. Both function similarly as abstractions of network communications into "layers" where certain processes occur. Both share the transport layer, which has a similar function for each (though different numbers). Both must be memorized for people who wish to complete CompTIA Network+ certification. As for differences, the first layer (network access) of the TCP model covers the first two layers of the OSI model. Similarly, the application layer (2) for the TCP model merges the final three layers of the OSI model. The TCP model covers a more limited set of circumstances and protocols. In terms of port monitoring tools, they interact mainly with the transport layer of both models, where port numbers are defined. For example, 'nmap' scans for open ports and identifies the protocols being used, which can help detect any potential security vulnerabilities.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1b, Unit 8, Lesson 2

Original Text: Career Opportunities Where Are the Opportunities? When you consider the need for cyber professionals, industries like healthcare, intelligence agencies, and banking may be the first areas that come to mind. Here's a quick challenge for you: Name a business or industry that does not need a cyber professional. Okay, enough with grocery stores. This should be easy. Guess again. Let's look at just 10 of the many career paths in the cybersecurity industry. These descriptions can only provide a brief overview, so you should continue to research on your own any of the career paths that interest you. As you may have noticed, all cybersecurity professionals must be able to solve problems, think critically, employ a variety of skill sets, and be a lifelong learner. The field changes rapidly; each day presents new challenges that have never been encountered before. Security Specialist This is an entry-level role that is a fantastic starting point. Security specialists are responsible for several of the duties we discussed in this course: monitoring for system anomalies, keeping systems patched, delivering security training to employees, and ensuring security tools such as antivirus and software firewalls are running properly. As your skills improve and you receive more training, you can begin moving up the ladder into management roles. This type of position usually requires a two-year associate's degree and industry certifications. The median salary for a security specialist is $99,730. Incident Responder This career path puts you in charge of data and security breaches in an organization. You need to work rapidly and decisively in stressful emergency situations to solve issues as quickly as possible and take action to prevent further problems. Incident responders must be able to recognize potential errors or vulnerabilities in a network, develop procedures to follow when a security event occurs, collaborate with other team members, run preventative security audits, and provide detailed reports after an event occurs. A degree is not necessary for an entry-level position, but it will likely require technical certifications. As you gain work experience in this particular career path, a four-year technical bachelor's degree will help you progress up the ladder. The median salary for an incident responder is $52,160. Cryptographer This is a highly specialized path for good problem solvers who love math and writing code. Cryptographers create the algorithms and encryption methods to keep data and communications secure. The National Security Agency (NSA) is an example of an agency that is looking for highly qualified and trustworthy cryptographers. This position does require a four-year bachelor's degree in computer science, computer engineering, or math. The average salary for a cryptographer is $73,000. Security Analyst This position reports to a company's CISO. The analyst has a critical role. They constantly analyze security polices of the organization and look for vulnerabilities or weaknesses in its network. An analyst also makes recommendations about whether hardware and software platforms meet the organization's needs and fit its budget. This position requires industry certifications and a technical bachelor's degree. The median salary for an analyst is $99,815. Security Auditor An auditor needs to be a very organized person. They're the person who is specifically appointed to review an organization's internal policies and procedures to ensure that the organization follows best practices and complies with regulations. Once an audit is complete, the auditor compiles the results into a detailed report that is then presented to management. The work of the auditor hopefully leaves the incident responder with a lot of spare time! The security auditor position requires a technical bachelor's degree and, usually, five years of experience in information technology. The median salary for a security auditor is $99,730. Penetration Tester/Ethical Hacker Also known as white hat hackers, these people break into systems from outside of the network. Pen testers are hired by organizations to test their defenses and make recommendations to improve them. An auditor checks the internal policies

and procedures of an organization, whereas a pen tester verifies that the perimeter of a network is configured correctly and prevents intrusions or data breaches. Pen testers confirm that firewalls, IDS/IPS, and web-based applications are functioning properly and keeping intruders out of the network. A man in a suit stands in the background behind the words “WHITE HAT HACKER” and several glowing icons showing people in white hats. The man reaches out to touch one icon that pictures an open lock. White hat hackers, also known as ethical hackers or penetration testers, are the good guys working to protect networks and systems against attacks by black hat hackers. Pen testers must have deep knowledge of how networks and operating systems function. They basically need to be able to break into any system, and this requires a wide variety of skills, from a knowledge of numerous programming languages to computer forensics. A four-year bachelor’s degree, multiple years of work experience, and technical certifications are required. The median salary for a penetration tester is $104,000.

Updated Text: Career Opportunities Where Are the Opportunities? When you consider the need for cyber professionals, industries like healthcare, intelligence agencies, and banking may be the first areas that come to mind. Here’s a quick challenge for you: Name a business or industry that does not need a cyber professional. Okay, enough with grocery stores. This should be easy. Guess again. Let’s look at just 10 of the many career paths in the cybersecurity industry. These descriptions can only provide a brief overview, so you should continue to research on your own any of the career paths that interest you. As you may have noticed, all cybersecurity professionals must be able to solve problems, think critically, employ a variety of skill sets, and be a lifelong learner. The field changes rapidly; each day presents new challenges that have never been encountered before. Moreover, these cybersecurity roles often operate within various functional areas of an organization's cybersecurity structure, providing different types of services. Functional areas of cybersecurity may include operations and maintenance, vulnerability management, identity and access management, risk management, incident response, and governance. Security Specialist This is an entry-level role that is a fantastic starting point. Security specialists are responsible for several of the duties we discussed in this course: monitoring for system anomalies, keeping systems patched, delivering security training to employees, and ensuring security tools such as antivirus and software firewalls are running properly. As your skills improve and you receive more training, you can begin moving up the ladder into management roles. This type of position usually requires a two-year associate degree and industry certifications. A security specialist typically operates within the functional area of operations and maintenance, providing services such as regular system updates and monitoring for potential security issues. The median salary for a security specialist is $99,730. Penetration Tester/Ethical Hacker Also known as white hat hackers, these people break into systems from outside of the network. Pen testers are hired by organizations to test their defenses and make recommendations to improve them. An auditor checks the internal policies and procedures of an organization, whereas a pen tester verifies that the perimeter of a network is configured correctly and prevents intrusions or data breaches. Pen testers confirm that firewalls, IDS/IPS, and web-based applications are functioning properly and keeping intruders out of the network. Pen testers must have deep knowledge of how networks and operating systems function. They basically need to be able to break into any system, and this requires a wide variety of skills, from a knowledge of numerous programming languages to computer forensics. A four-year bachelor’s degree, multiple years of work experience, and technical certifications are required. The median salary for a penetration tester is $104,000.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 6, Activity 2

Original Text: Heuristics and RATs Watch “The 1s and 0s Behind Cyber Warfare,” a TED Talk given by Chris Domas. Then, watch “What You Need to Know About Stalkerware,” a TED Talk given by Eva Galperin. Based on your viewing of these two videos, answer the following questions: Chris Domas makes a comment about being able to recognize quickly that particular patterns of binary code represent different data types. How does this relate to the operation of detection methods that rely on the ability to match signatures through the use of heuristics? What does Eva Galperin mean when she talks about “account compromise,” and how does two-factor authentication help prevent that sort of unauthorized access? What other sort of detection system could help to prevent or at least alert the account owner about this kind of access? Why were so many virus scan programs unable to recognize RAT as being malicious? Do you think there’s any way for a private citizen to use RAT ethically? Do you think there’s any way for a government to use RAT ethically?

Updated Text: Heuristics and RATs Watch “The 1s and 0s Behind Cyber Warfare,” a TED Talk given by Chris Domas. Then, watch “What You Need to Know About Stalkerware,” a TED Talk given by Eva Galperin. Based on your viewing of these two videos, answer the following questions: 1. Chris Domas makes a comment about being able to recognize quickly that particular patterns of binary code represent different data types. How does this relate to the operation of detection methods that rely on the ability to match signatures through the use of heuristics? Answers will vary. Domas realizes that converting patterns of binary code into something “recognizable” (as in the case of an address book, for example) speeds up his analyses. Similarly, an IPS or IDS that sees specific patterns in code should be able to identify certain patterns quickly as being similar to known attacks even if the signature isn’t 100-percent identical to a known threat. 2. What does Eva Galperin mean when she talks about “account compromise,” and how does two-factor authentication help prevent that sort of unauthorized access? What other sort of detection system could help to prevent or at least alert the account owner about this kind of access? An account is compromised when someone has the correct password to access it but does not have permission from the account owner to use the password. With two-factor authentication, as long as the account owner is the sole physical owner of the second device, the account is kept secure. As for other detection systems, basically, any anomaly detection system (or some rules-based detection systems) would work. The video uses the example of logging the location of the last person to access the account and flagging unusual locations. 3. Why were so many virus scan programs unable to recognize RAT as being malicious? Answers will vary, but students might note that the programs were installed legitimately, so they weren’t flagged. Alternatively, students might say that they just weren’t entered into the signature database or the blacklist for these programs because they didn’t realize they were being used in nefarious ways. 4.Considering the ethical principles of privacy and consent, do you think there’s any way for a private citizen to use RAT ethically? Do you think there’s any way for a government to use RAT ethically? Answers will vary. While RAT is most often used in a controlling way, students might make a case for limited RAT use by parents for their children’s devices as a condition for being allowed to use a smartphone. Or students might say that no private citizen should ever be allowed that level of access. When it comes to the government, students may believe that RAT can be used ethically in controlled investigations in which the authorities have been granted a warrant. Or students may argue that the technology is too easy to abuse for the government ever to be able to use it ethically. The ethical considerations here pivot around the principles of privacy and consent. The use of RAT, by private citizens or government entities, raises questions about how far one's rights to privacy can be intruded upon and when, if ever, such intrusions could be considered ethical.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1b, Unit 8, Lesson 3

Original Text: "How Do I Prepare? While we did not cover an exhaustive list of options for careers in cybersecurity, you can get a sense of just how many possibilities there are from the list presented in the previous lesson. All of the roles described rely on the foundational and fundamental technical knowledge that we have discussed in this course. From that foundation, there are many places that you can go! So, how do you build that knowledge? Do you have to go to a four-year college to become a cybersecurity professional? As you are now aware, some career paths do call for four-year degrees while others require industry certifications and job experience. Regardless of which cybersecurity role you choose, you must be a lifelong learner and keep up with developments in a constantly changing industry. If there are topics and that have captured your attention, you can begin your training while you’re still in high school. Investigate whether your school offers career and technical education (CTE) that provides the academic and technical skills required to succeed in cybersecurity. Also, consider which functional area of cybersecurity you might be interested in and seek out courses or certifications that align with that area. CTE programs give you foundational knowledge in networking, programming languages, database management, and operating systems. If your school does not offer CTE courses or opportunities, do some research online to find institutions that do. Evolving topics like these may not be available at all schools, so you may need to take the initiative by seeking out the content and working hard to study and apply what you learn. You will discover that much of cybersecurity education relies on you being a self-motivated learner. This same motivation will be necessary as you seek to specialize in a functional area within cybersecurity and learn about the unique services each of these areas provides. Educational Options Check your local community college programs. Many two-

year institutions offer affordable courses in network security, programming, and data/information sciences. You might find courses focusing on different functional areas of cybersecurity, such as Incident Response or Security Architecture, allowing you to further refine your career path. Courses may also include the option to take certification exams like CompTIA Network+. Community colleges are fantastic places to obtain two-year associate's degrees in subjects you find interesting. Then, if you wish, you can continue to a university to complete a four-year bachelor's degree in a subject area you already know you enjoy. Many high schools also offer dual enrollment that allows you to take college classes that count for both high school and college credit. Set up a meeting with your counselor to see what options are available to you. If you are considering college as your next step to learning more about cybersecurity, some of the majors you should research are listed below. During your research, you will likely discover that schools use slightly different names to identify majors, depending on how the programs are structured, but they are still related to cybersecurity. Industry certifications are other options that you can investigate on your own. CompTIA has a large selection of certifications that provide the foundational knowledge needed to obtain an internship. Check out the following certifications. Each functional area of cybersecurity provides unique services. For instance, in Incident Response, services might include disaster recovery planning or incident mitigation. In Risk Management, services could include vulnerability assessments or the creation of security policies. Each of these certifications builds on the knowledge of the previous one. Many of the career paths described earlier require these certifications. For example, you would be unlikely to succeed at PenTest+ certification without having previously studied the concepts covered in both Network+ and Security+. This is because a pen tester needs robust knowledge of the OSI model in order to be successful, and Network+ helps build the fundamental networking knowledge needed to continue developing your level of expertise. The same would be true if you were interviewing for a network administration position. Network+ certification would verify that you understand TCP ports and protocols. "

Updated Text: How Do I Prepare? While we did not cover an exhaustive list of options for careers in cybersecurity, you can get a sense of just how many possibilities there are from the list presented in the previous lesson. All of the roles described rely on the foundational and fundamental technical knowledge that we have discussed in this course. From that foundation, there are many places that you can go! So, how do you build that knowledge? Do you have to go to a four-year college to become a cybersecurity professional? As you are now aware, some career paths do call for four-year degrees while others require industry certifications and job experience. Regardless of which cybersecurity role you choose, you must be a lifelong learner and keep up with developments in a constantly changing industry. If there are topics and that have captured your attention, you can begin your training while you're still in high school. Investigate whether your school offers career and technical education (CTE) that provides the academic and technical skills required to succeed in cybersecurity. Also, consider which functional area of cybersecurity you might be interested in and seek out courses or certifications that align with that area. CTE programs give you foundational knowledge in networking, programming languages, database management, and operating systems. If your school does not offer CTE courses or opportunities, do some research online to find institutions that do. Evolving topics like these may not be available at all schools, so you may need to take the initiative by seeking out the content and working hard to study and apply what you learn. You will discover that much of cybersecurity education relies on you being a self-motivated learner. This same motivation will be necessary as you seek to specialize in a functional area within cybersecurity and learn about the unique services each of these areas provides. Educational Options Check your local community college programs. Many two-year institutions offer affordable courses in network security, programming, and data/information sciences. You might find courses focusing on different functional areas of cybersecurity, such as Incident Response or Security Architecture, allowing you to further refine your career path. Courses may also include the option to take certification exams like CompTIA Network+. Community colleges are fantastic places to obtain two-year associate's degrees in subjects you find interesting. Then, if you wish, you can continue to a university to complete a four-year bachelor's degree in a subject area you already know you enjoy. Many high schools also offer dual enrollment that allows you to take college classes that count for both high school and college credit. Set up a meeting with your counselor to see what options are available to you. If you are considering college as your next step to learning more about cybersecurity, some of the majors you should research are listed below. During your research, you will likely discover that schools use slightly different names to identify majors, depending on how the programs are structured, but they are still related to cybersecurity. Industry certifications are other options that you can investigate on your own. CompTIA has a large selection of certifications that provide the foundational knowledge needed to obtain an internship. Check out the following certifications. Each functional area of cybersecurity provides unique services. For instance, in Incident Response, services might include

disaster recovery planning or incident mitigation. In Risk Management, services could include vulnerability assessments or the creation of security policies. Each of these certifications builds on the knowledge of the previous one. Many of the career paths described earlier require these certifications. For example, you would be unlikely to succeed at PenTest+ certification without having previously studied the concepts covered in both Network+ and Security+. This is because a pen tester needs robust knowledge of the OSI model in order to be successful, and Network+ helps build the fundamental networking knowledge needed to continue developing your level of expertise. The same would be true if you were interviewing for a network administration position. Network+ certification would verify that you understand TCP ports and protocols.

Component: *Network Security Fundamentals 1a/1b*
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 6, Discussion Question 1

Original Text: Wikileaks is a well-known website that releases document caches that have been gathered by hackers—for example, the manual of operations for the infamous U.S. prison in Guantanamo Bay and documents from the Democratic National Committee. Explain whether the individuals who supply information to Wikileaks would generally be considered white-hat, black-hat, or gray-hat hackers based on their motivation. Then, evaluate the ethics of hacking a site and revealing the information on it. Discuss how the culture of black-, white-, or gray-hat hacking might influence the site contributor's decisions. Finally, explore the possible outcomes of the actions of sites like Wikileaks in terms of the social impact and legal liability. Answers will vary. These hackers are absolutely not white-hat hackers. From a purely cybersecurity-based definition, they ought to be called black-hat hackers because they are not sharing information (generally) to prove a site is not being defended properly; they are sharing information that the owners of the data did not intend to share. However, students may attempt to make the argument that the hackers are acting "in the public good" by trying to share information that the public needs to know. Similarly, ethically speaking, Wikileaks releases information on a selective basis to achieve partisan and selfish ends—that is, for its owners and contributors—but students who only know the organization in passing may make good-faith arguments that some organizations commit atrocities worthy of being released, as in the torture committed at Guantanamo Bay. Similarly, an "information should be free" culture common to gray-hat hacking communities contributes to behavior that is ultimately unethical and illegal but seems morally sound to its contributors. Legally, Wikileaks contributors are clearly committing crimes, but prosecuting them is difficult. In terms of outcomes, students will have different evaluations based on their knowledge of the site. Ideally, students should recognize that releasing information is not a neutral practice and that bad actors generally try to do so to achieve their own ends (e.g., advancing propaganda), but more idealistic students may have more optimistic takes.

Updated Text: 1. Wikileaks is a well-known website that releases document caches that have been gathered by hackers—for example, the manual of operations for the infamous U.S. prison in Guantanamo Bay and documents from the Democratic National Committee. Explain whether the individuals who supply information to Wikileaks would generally be considered white-hat, black-hat, or gray-hat hackers based on their motivation. Then, evaluate the ethics of hacking a site and revealing the information on it. Discuss how the culture of black-, white-, or gray-hat hacking might influence the site contributor's decisions. Finally, explore the possible outcomes of the actions of sites like Wikileaks in terms of the social impact and legal liability. Answers will vary. These hackers are absolutely not white-hat hackers. From a purely cybersecurity-based definition, they ought to be called black-hat hackers because they are not sharing information (generally) to prove a site is not being defended properly; they are sharing information that the owners of the data did not intend to share. However, students may attempt to make the argument that the hackers are acting "in the public good" by trying to share information that the public needs to know. Similarly, ethically speaking, Wikileaks releases information on a selective basis to achieve partisan and selfish ends—that is, for its owners and contributors—but students who only know the organization in passing may make good-faith arguments that some organizations commit atrocities worthy of being released, as in the torture committed at Guantanamo Bay. Similarly, an "information should be free" culture common to gray-hat hacking communities contributes to behavior that is ultimately unethical and illegal but seems morally sound to its contributors. Legally, Wikileaks contributors are clearly committing crimes, but prosecuting them is difficult. In terms of outcomes, students will have different evaluations based on their knowledge of the site.

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Component: *Network Security Fundamentals 1a/1b*
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1a, Unit 6, Lesson 2

Original Text: Metasploit The most common tool to show up in your search results will likely be the Metasploit Framework. First released in 2003, this tool is a popular choice among both white hat and black hat hackers because it is robust and easy to use. The software has been adapted to run on Windows and Linux operating systems. Metasploit has brought point-and-click functionality to scanning, testing, and exploiting common network as well as software vulnerabilities. A screenshot of the Metasploit framework shows the Metasploit logo, a white M on a blue background, and the following text: “http://metasploit.pro”, “metasploit v4.12.8-dev”, “1551 exploits - 898 auxiliary - 267 post”, “438 payloads - 38 encoders - 8 nops”, and “Free Metasploit Pro trial: http://r-7.co/trymsp”. Screenshot from Metasploit Framework by 4shadoww. Distributed under the CC BY-SA 4.0 license. For white hats, Metasploit is a penetration testing tool, meaning it can be used to test the security readiness of a network and its systems. If and when the tool finds a vulnerability, the network admin can remediate the issue. To a black hat, Metasploit represents an attack tool that will identify a vulnerability and automatically proceed with the exploitation of that system flaw by delivering a malicious payload. Think of this software tool as being like a hammer. In the hands of a master builder, it can be used to create fantastic structures; in the hands of a bad actor, it can be used to wreak havoc and destruction. Consider this example: A network admin runs a Metasploit scan on the company network as a routine security practice while looking for vulnerabilities. During the scan, a Windows XP client is discovered to be online. The admin is distraught about this discovery because, as you already know, Windows XP has been officially retired since 2009 and is extremely vulnerable to exploitation. This allows the admin to take immediate action before a bad actor can launch an attack against that client.

Updated Text: How the Game Is Played Metasploit The most common tool to show up in your search results will likely be the Metasploit framework. First released in 2003, this tool is a popular choice among both white-hat and black-hat hackers because it is robust and easy to use. The software has been adapted to run on the Windows and Linux operating systems. Metasploit has brought point-and-click functionality to scanning, testing, and exploiting common network and software vulnerabilities. Screenshot from Metasploit framework by 4shadoww. Distributed under the CC BY-SA 4.0 license. For white hats, Metasploit is a penetration testing tool, meaning it can be used to test the security readiness of a network and its systems. Ethical hackers like white hats follow laws and regulations, working with the consent of the system owner. In contrast, black-hat hackers use Metasploit without legal authorization to exploit vulnerabilities, which is considered illegal. If and when the tool finds a vulnerability, the network admin can remediate the issue. To a black hat, Metasploit represents an attack tool that will identify a vulnerability and automatically proceed with the exploitation of that system flaw by delivering a malicious payload. Think of this software tool as being like a hammer. In the hands of a master builder, it can be used to create fantastic structures; in the hands of a bad actor, it can be used to wreak havoc and destruction. Consider this example: A network admin runs a Metasploit scan on the company network as a routine security practice while looking for vulnerabilities. During the scan, a Windows XP client is discovered to be online. The admin is distraught about this discovery because, as you already know, Windows XP has been officially retired since 2009 and is extremely vulnerable to exploitation. This allows the admin to take immediate action before a bad actor can launch an attack against that client.

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Type: Editorial Change

Location: Network Security Fundamentals 1b, Unit 2, Lesson 3

Original Text: Storage and Transport Encryption In the examples presented so far, you have learned about two different encryption algorithms and how their keys are managed. We walked through an example of an email being changed from

plaintext to ciphertext and then back to its original form. Those actions were applied to a specific item—in our case, the ice cream recipe. Encryption can also work with complete storage devices (disk drives and flash drives) and data while in transit over a network. Encrypted File System In order to encrypt a file or folder in Windows, use the Encrypted File System (EFS) that is built into Windows (pictured above). This option is very easy to configure and is included as part of the NTFS file system. To do this, right-click on the file or folder you want to encrypt, click on Properties > Advanced, and then check the box that says “Encrypt contents to secure data.” You will then be asked to create a password. Each time someone attempts to open that specific resource, they will be prompted for the password to open it. Even if someone found your laptop and tried to open a file with a text editor like Notepad, they would just see the ciphertext and not be able to understand anything in the file. The password is our secret key; without it, the file is meaningless. Whenever you enable encryption, make sure you can remember your password or keep it in a safe place! Note that, if you choose to use EFS to protect a file (like the one with our super-secret recipe in it), it is only encrypted on that specific Windows device. The Windows NTFS file system is what allows EFS to function. If the file is copied to another type of file system such as an older Windows FAT/FAT32 file system, the file will be decrypted during the copying process. Encrypting a file can give the user a false sense of security because they think that, if the file is copied or moved to another location, it will remain encrypted, but this is not always the case.

Updated Text: Storage and Transport Encryption In the examples presented so far, you have learned about two different encryption algorithms and how their keys are managed. We walked through an example of an email being changed from plaintext to ciphertext and then back to its original form. Those actions were applied to a specific item—in our case, the ice cream recipe. However, beyond the individual data items, network devices such as routers, switches, servers, and end-user devices themselves have vulnerabilities that can be exploited by malicious actors. These vulnerabilities can be due to out-of-date software, misconfigured settings, or hardware flaws. These can potentially expose to risks the data stored on them or the data they process. This is why encryption can also work with complete storage devices (disk drives and flash drives) and data while in transit over a network. When designing an application, all states of data should be considered to ensure a secure product. 3 states of data: Data in Use, Data in Motion, Data at Rest by Jasper59, distributed under a CC BY-SA 3.0 license. Transport Encryption File and full-disk encryption are now on our list of the ways to secure data. We have complete confidence that our hardware is secure, and if it were ever lost or stolen, our recipes would be safe from bad actors attempting to gain access to them. Now, we turn our attention to securing data when we transmit it across a local network or the general internet. We learned previously that there are bad actors out there who can intercept network traffic, attempt to read its contents, and extract critical data. The bad news is that this happens every day when people connect to public Wi-Fi networks or use outdated operating systems and protocols to transmit data. Such instances highlight the vulnerabilities of network devices. For instance, if a router has a vulnerability, it could be exploited to intercept and alter the traffic that passes through it. Similarly, if a computer has a software vulnerability, it could be used to gain unauthorized access to sensitive data stored on it. The good news is that there are transport protocols available that can encrypt our network traffic. If you think back to the OSI model, you may recall that layer 4 facilitates the transport of packets and that layer 6 handles encryption after layer 5 helps to set up the communications session. You may also recognize a few of the following protocols from previous discussions. Now that you’re familiar with them, it should be much easier to understand how encryption can secure network traffic.

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1b, Unit 2, Activity 2

Original Text: Create Your Own Hidden Message! Required Materials Word processing software Steganography software (optional) Video or audio recorder (optional) Image editing software (optional) Step 1: Do-It-Yourself Steganography You will probably not be surprised to learn that there are many websites that let you engage in your own steganography, either by downloading a program or working entirely through your browser. For this activity, you will use ANY form of steganography you’d like in order to create your own hidden message! Step 2: So Many Choices… Research online to find out which type of steganography you’d like to perform and what sort of secret message you’d like to embed. (Others will read it, so avoid profanity, insults, etc.). Use any form of steganography to record a message, keeping a copy of the original file that you used to embed the message. Submit the original, unmodified file and the file

with the hidden message along with the answers to the following questions: What form of steganography did you choose? What were its strengths and limitations? You may find it useful to compare the specific form you chose to other forms of digital steganography (image encryption, audio, mimic functions, video, packet manipulation, etc.). What was your hidden message? How can it be decoded? (You may need to provide links to specific programs or websites). How easy or difficult was the process overall? Step 3: What to Submit Your submission for this activity should include the following items: the original file that you used to hide the original, unmodified message the same file with the hidden message a text file with the answers to the questions about the process, including instructions for how to access the hidden message answers to the questions in Step 2

Updated Text: Create Your Own Hidden Message! Required Materials • Word processing software • Steganography software (optional) • Video or audio recorder (optional) • Image editing software (optional) Step 1: Do-It-Yourself Steganography You will probably not be surprised to learn that there are many websites that let you engage in your own steganography, either by downloading a program or working entirely through your browser. For this activity, you will use ANY form of steganography you'd like in order to create your own hidden message! Step 2: So Many Choices… Research online to find out which type of steganography you'd like to perform and what sort of secret message you'd like to embed. (Others will read it, so avoid profanity, insults, etc.). Use any form of steganography to record a message, keeping a copy of the original file that you used to embed the message. Submit the original, unmodified file and the file with the hidden message along with the answers to the following questions: Optional twist! Who's the best code breaker? If you are working on this activity alongside fellow students, consider sharing your hidden messages—possibly using ideas from Activity 3 to encrypt them! You can keep your steganography and encryption methods secret to make the code extra-difficult to break! 1. What form of steganography did you choose? What were its strengths and limitations? You may find it useful to compare the specific form you chose to other forms of digital steganography (image encryption, audio, mimic functions, video, packet manipulation, etc.). Students have many options: o Students may decide to hide messages in metadata or use an image-embedding application. o While different methods have different strengths and weaknesses, it is often the case that the easier the method is to use, the less secure the message is (as long as someone is suspicious enough to check it out!). o Some forms require software to decode them while others may be obvious with a simple file explorer. 2. What was your hidden message? How can it be decoded? (You may need to provide links to specific programs or websites). Answers will vary, but students should describe a method that can be used to check that the message was successfully embedded. 3. How easy or difficult was the process overall? Answers will vary, but most students should find the process quite simple. For example, a browser version may only require the uploading of an image and a message; it may not even store the files outside the web browser. Step 3: Complete Historical Research on Cryptography Complete your own online research on the history and evolution of cryptography. Be sure to highlight the origins, important developments, and how the use of cryptography has changed over time. How has cryptography been used throughout history in areas such as war, politics, and technology? Write a short report highlighting your findings. Step 4: Review Simple Methods of Cryptography Research simple cryptography methods such as "shift cipher" and "substitution cipher." Using your research, create an explanation of these methods in such a way that a five-year-old could understand. Then create and decipher your own simple messages with a classmate. Step 5: Create a Hidden Message Using a Simple Cryptography Method Decide between either the cipher or substitution cipher method to create a hidden message. Encode your message and then use steganography to hide it! Step 6: What to Submit Your submission for this activity should include the following items: • the original file that you used to hide the original, unmodified message • the same file with the hidden message • a text file with the answers to the questions about the process, including instructions for how to access the hidden message • answers to the questions in Step 2 • report on the historical uses of cryptography • explanations and examples of the shift cipher and substitution cipher • encoded and hidden message • instructions on how to decode and access them

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Type: Editorial Change

Location: Network Security Fundamentals 1b, Unit 7, Lesson 3

Original Text: Cyberbullying Social media is a great tool, but like many tools—for example, hammers—it can be used either to create or to harm. How a tool is handled is up to the person wielding it. Social media platforms are awesome at connecting human beings, but they have also given rise to cyberbullying, which makes use of electronic communication to send messages that intimidate or threaten others—many times, children. The phenomenon—which this author calls "courage from behind a keyboard"—describes how people say and post things about a person that they would never say if they were standing in front of that person. Social media platforms have facilitated this phenomenon by making it very easy to send or post intimidating or threatening messages. In addition, cyberbullies can be tough to identify because they adopt fake names or can remain totally anonymous on some platforms. A photo of a sad-looking young woman is shown with abusive words such as "worthless," "bad," and "ugly" written on the image. Cyberbullying can have longer-lasting and more devastating effects than traditional bullying. Cyberbullying can be an uncomfortable subject to talk about, but the discussion is necessary in order to raise awareness. Victims of constant cyberbullying can experience lasting negative consequences regarding their health and wellness, as illustrated below. The following data was provided in response to an annual survey that asks students to identify issues that they attribute to their experiences with cyberbullying.

Updated Text: Cyberbullying Social media is a great tool, but like many tools—for example, hammers—it can be used either to create or to harm. How a tool is handled is up to the person wielding it. Social media platforms are awesome at connecting human beings, but they have also given rise to cyberbullying, which makes use of electronic communication to send messages that intimidate or threaten others—many times, children. The phenomenon—which this author calls "courage from behind a keyboard"—describes how people say and post things about a person that they would never say if they were standing in front of that person. Social media platforms have facilitated this phenomenon by making it very easy to send or post intimidating or threatening messages. In addition, cyberbullies can be tough to identify because they adopt fake names or can remain totally anonymous on some platforms. Another form of online harassment that has arisen in the age of social media is cyberstalking. Cyberstalking is a specific form of cyberbullying that involves the use of technology to stalk or harass an individual or group. This can involve threats of harm, obsessive attention, and the creation of a climate of fear and intimidation. It can lead to severe emotional distress for the victims, and it can make them feel that they are being constantly watched or monitored, affecting their peace of mind and overall well-being. Cyberbullying can be an uncomfortable subject to talk about, but the discussion is necessary in order to raise awareness. Victims of constant cyberbullying can experience lasting negative consequences regarding their health and wellness, as illustrated below. The following data was provided in response to an annual survey that asks students to identify issues that they attribute to their experiences with cyberbullying.

Feedback and Publisher Responses

Component: ***Network Security Fundamentals 1a/1b***
ISBN: 9798986044347

Page Number(s): 1B

URL:

View Content

Feedback Text: adjust non-state actors to domestic actors for a truer correlation.

Publisher Response: Such attacks can be initiated by either state-sponsored or non-state actors, as well as international or domestic actors, and their reasons for launching these attacks may range from political goals to spreading fear to monetary gain.

Publisher: eDynamic Holdings LP

Fundamentals of Computer Science

Program: Principles of Information Technology 1a/1b: TEKS

Editorial Changes

Component: ***Principles of Information Technology 1a/1b***
ISBN: 9781737161653

Type: Editorial Change

Location: Principles of Information Technology 1b, Unit 8, Activity 1 "What Computer Science Programs Are Out There?" text beginning "There are many possible paths…“

Original Text: What Computer Science Programs Are Out There? Required Materials Word processing software Writing supplies (optional) Canva (requires login) There are many possible paths you can take after high school, including attending a community college or university, getting a job, attending a vocational or trade school, or getting an internship. In this activity, you will compare computer science programs that are available at different universities. Regardless of whether you want to go into the computer science field, you'll develop your employability skills in this activity by researching, comparing, and summarizing the options available. Step 1: Explore Using a browser, navigate to the websites of three universities of your choice. Find their computer science departments, and investigate what kinds of degrees they offer. In a word processing document or using pen and paper, take notes on the computer science degree that interests you the most for each university. You will need these notes later to develop your deliverable. Step 2: Compare How do the three programs compare to each other? What are the similarities and differences? Which one stands out to you the most? Which one would be your dream program? Add comparative notes to your document. Step 3: Summarize Using Canva, create an infographic that summarizes your findings. Include at least one image per program, and be sure to summarize the information about that program. Imagine that your infographic is going to be displayed in a high school computer science classroom to help other students decide what program may be a good fit for them. Make sure that it's engaging, accurate, and helpful. Step 4: What to Submit Create a link to, or a PDF of, your infographic and submit it to the dropbox.

Updated Text: There are many possible paths you can take after high school, including attending a community college or university, getting a job, attending a vocational or trade school, or getting an internship. In this activity, you will compare internships and computer science programs that are available at different universities. Regardless of whether you want to go into the computer science field, you'll develop your employability skills in this activity by researching, comparing, and summarizing the options available. Step 1: Explore Using a browser, navigate to the websites of three universities of your choice. Find their computer science departments, and investigate what kinds of degrees they offer. Next, research three internships that are of interest to you, ideally in the field of computer science. Be sure to research the pros and cons of each internship, including your responsibilities within the company as well as the compensation or experience that will be gained. In a word processing document or using pen and paper, take notes on the computer science degree that interests you the most for each university and the potential research opportunities. You will need these notes later to develop your deliverable. Step 2: Compare How do the three programs compare to each other? What are the similarities and differences? Which one stands out to you the most? Which one would be your dream program? Which of the three internships is the most appealing to you? Why? Add comparative notes to your document. Step 3: Summarize Using Canva, create an infographic that summarizes your findings. Include at least one image per program and one image per internship, and be sure to summarize the information about that program. Imagine that your infographic is going to be displayed in a high school computer science classroom to help other students decide what program may be a good fit for them. Make sure that it's engaging, accurate, and helpful.

Component: ***Principles of Information Technology 1a/1b***
ISBN: 9781737161653

Type: Editorial Change

Location: Principles of Information Technology 1b, Unit 7, Activity 2 "Cumulative Project 7: How Can I Plan for My Future Career?" Step 2: Draft a Skill Development Plan, text beginning "Identify the skills required…"

Original Text: How Can I Market My Skills? Required Materials Weebly (requires login) Word processing software You have come to the end of this course, and hopefully you are excited about the new skills you've learned! You have accumulated many examples of your work throughout the activities and added them to your Weebly website. This can serve as a digital portfolio to showcase your skills. Now, to tie everything together, you will create a mock résumé and pretend to be a young professional ready to embark on a search for your dream job. As part of this search, you will also examine the role of certifications in the computer science profession. Step 1: Gather Information Using the previous activities and your Weebly website as a starting point, gather information that could influence your résumé: your skills, projects, personality tests, and anything else that you can use as inspiration. Step 2: Imagine Your Future Self With the information you gathered in Step 1, pick a specific focus or track. We're going to update your website to highlight that focus a little more. For example: Did you really enjoy coding the adventure game? Maybe you want to highlight your programming skills. Did you love learning about cybersecurity? Maybe you want to highlight that interest. Are you passionate about presentations and communication? Maybe you want to focus on project management. Just because you're picking a focus for this project doesn't mean you will be stuck with it for the rest of your life. There's always room for growth and change! For right now, choose a focus that you resonated with and want to use to show off your IT skills. With that focus in mind, review your Weebly website and make any updates you would like to so that the website clearly shows off who you are and what your main interest is today. Most importantly, review the landing page of your website which you created way back at the beginning of the course. Your thoughts and knowledge about IT are going to be different than they were at that point, so update the page to reflect who you are now. Step 3: Create Your Résumé Typically, you would create a résumé after finding a job to apply for, and you would tailor your résumé to highlight the qualifications and responsibilities the job description asks for. In this case, you can use the career you chose in the previous unit or a career that fits the focus you established in Step 2. In a new word processing document, create your résumé. You may want to use a template to make your résumé look professional. Make sure your résumé has the following sections: Header with your personal information Professional objective Work experience Education Skills Certifications and licenses Assume that you already have a degree or certification in the area you are applying for. Review the lessons for an appropriate certification or do some research to find one that appeals to you. You can also pretend that you have completed additional training, are a member of a professional organization, have attended seminars, etc. This is your future self, so imagine what you will have accomplished in the next five to 10 years, and use that as a starting point for your résumé. Make it believable, and make it your own! Step 4: What to Submit When you have finished the homepage of your website, click Publish in the upper-right corner. Submit your résumé and the URL to your website to the dropbox.

Updated Text: You have previously completed research into what careers would be a good fit for your interests and skills. Now, you will focus on what skills you still need to develop in the future in order to be qualified for your career. You will and developcreate a plan of action to gain these skills, either through direct education, internships, or other training resources. Step 1: Choose a Career In the unit on presentations, you identified three careers as a possible good fit for you, specifically in the activity titled, "What Skills Are Important for My Future Career?" Now choose one of those careers and, if you haven't already, make a list of the skills that are required for that career. The best way to do this is to first check job descriptions for job duties and tasks that will be expected of you. Job duties and tasks for computer science or IT professionals, for example, might include coding in a specific programming language, maintaining computer systems, delivering a product, creating reports, or even managing a team of developers! Tasks might include writing code in a specific programming language, diagnosing and resolving hardware and software issues, analyzing network traffic, optimizing performance, and keeping track of inventory. Once you've mapped out the job duties and tasks required of you, you'll have a better idea of what specific skills you will need to develop. Step 2: Draft a Skill Development Plan Now that you have iIdentifiedy the skills required for this future career (the one you do not have yet), m. Make a plan for how you will obtain those skills. Will you get a university degree, apply for an internship, shadow a professional, take an online course on a platform like Coursera or Udemy, or do something else? For this activity, choose at least one degree, one internship, and one alternative training resource to show you've researched each area of interest. Be sure to describe how obtaining these skills will help you be better qualified for the job duties and tasks that will be required in your new position. When planning for the future, it is important to be as specific as possible so that your goals will be attainable.

Part of being specific is planning a timeline which identifies when you will accomplish your goals. Make sure to include specific time frames for the skills you need to develop. Your timeline can be provided in a written description, table, or infographic. Step 3: Put It All Together Create a new page for your website on Weebly. Give this new page an appropriate title and then add your skill development plan.

Component: ***Principles of Information Technology 1a/1b***
ISBN: 9781737161653

Type: Editorial Change

Location: Principles of Information Technology 1b, Unit 5, Lesson 4, text beginning "If you aren't aware…"

Original Text: If you aren't aware of what's going on in the IT world, you may find yourself falling behind in your job (whatever field it's in) or even in your personal life as you decide what products and services are worth your time. Of course, we don't always want to frantically pursue the latest trends, but when you know what's going on in your community and around the world, you can adjust your career plans and life goals accordingly. Business Challenges Businesses and organizations face a whole range of challenges. Some of these are addressed by technology, but others are not. Before a business rushes to invest in the latest technology, the business should consider whether it actually has a challenge that the technology can solve. If not, the business risks wasting precious resources like time and money. The challenge should be identified before looking for or investing in technology to use. For example, let's say that a hotel manager hears about a new communication app that looks amazing. The manager buys the app, installs it on all the staff tablets, and tells staff members that they should use it to communicate with each other and with customers. But the well-intentioned plan fails because there was no problem with communication in the first place. The way in which staff members communicated with each other and with customers was already working effectively and efficiently. Some staff embraced the new app, but most did not because they did not see the point in changing something that was not broken or inefficient. Before investing in the new communication app, the hotel manager should have evaluated the current system and surveyed staff to get an idea of how well the current process was working. Without a challenge to address, technology provides not a solution but merely another distraction. So, what are some actual business challenges that technology can address? Let's explore some basic, common business needs and challenges and what particular kinds of technology can help.

Updated Text: Business Challenges Businesses and organizations face a whole range of challenges, especially when it comes to computer science and IT-related fields. Some of these are addressed by technology, but others are not. Before a business rushes to invest in the latest technology, the business should consider whether it actually has a challenge that the technology can solve. If not, the business risks wasting precious resources like time and money. The challenge should be identified before looking for or investing in technology to use. This is where someone experienced in computer science and IT comes into play. An IT professional will often have enough technical experience to make recommendations based not only on the technology itself but the potential impact on the user experience as well. As such, one job task you'll likely encounter in computer science and IT is consultation. Consultants are specifically tasked with figuring out complex problems for businesses to make the least negative impact on the customers and can perform tasks such as diagnosing and resolving hardware and software issues, analyzing network traffic, and optimizing performance. For example, let's say that a hotel manager hears about a new communication app that looks amazing. The manager buys the app, installs it on all the staff tablets, and tells staff members that they should use it to communicate with each other and with customers. But the well-intentioned plan fails because there was no problem with communication in the first place. The way in which staff members communicated with each other and with customers was already working effectively and efficiently. Some staff embraced the new app, but most did not because they did not see the point in changing something that was not broken or inefficient. Before investing in the new communication app, the hotel manager should have evaluated the current system and surveyed staff to get an idea of how well the current process was working. Without a challenge to address, technology provides not a solution but merely another distraction, and without an IT professional or consultant, they failed to properly identify the needs of the business first. Rather than switching to a new app, the consultant may delegate tasks to the IT team to upgrade the hardware itself to make their systems run even better, while keeping the original app due to its familiarity. So, what are some actual business challenges that technology can address? Let's explore some basic, common business needs and challenges and what particular kinds of technology can help.

Component: ***Principles of Information Technology 1a/1b***
ISBN: 9781737161653

Type: Editorial Change

Location: Principles of Information Technology 1b, Unit 8, Activity 2 "Final Cumulative Project: How Can I Market My Skills?" Step 3: Create Your Resume

Original Text: How Can I Market My Skills? Required Materials Weebly (requires login) Word processing software You have come to the end of this course, and hopefully you are excited about the new skills you've learned! You have accumulated many examples of your work throughout the activities and added them to your Weebly website. This can serve as a digital portfolio to showcase your skills. Now, to tie everything together, you will create a mock résumé and pretend to be a young professional ready to embark on a search for your dream job. As part of this search, you will also examine the role of certifications in the computer science profession. Step 1: Gather Information Using the previous activities and your Weebly website as a starting point, gather information that could influence your résumé: your skills, projects, personality tests, and anything else that you can use as inspiration. Step 2: Imagine Your Future Self With the information you gathered in Step 1, pick a specific focus or track. We're going to update your website to highlight that focus a little more. For example: Did you really enjoy coding the adventure game? Maybe you want to highlight your programming skills. Did you love learning about cybersecurity? Maybe you want to highlight that interest. Are you passionate about presentations and communication? Maybe you want to focus on project management. Just because you're picking a focus for this project doesn't mean you will be stuck with it for the rest of your life. There's always room for growth and change! For right now, choose a focus that you resonated with and want to use to show off your IT skills. With that focus in mind, review your Weebly website and make any updates you would like to so that the website clearly shows off who you are and what your main interest is today. Most importantly, review the landing page of your website which you created way back at the beginning of the course. Your thoughts and knowledge about IT are going to be different than they were at that point, so update the page to reflect who you are now. Step 3: Create Your Résumé Typically, you would create a résumé after finding a job to apply for, and you would tailor your résumé to highlight the qualifications and responsibilities the job description asks for. In this case, you can use the career you chose in the previous unit or a career that fits the focus you established in Step 2. In a new word processing document, create your résumé. You may want to use a template to make your résumé look professional. Make sure your résumé has the following sections: Header with your personal information Professional objective Work experience Education Skills Certifications and licenses Assume that you already have a degree or certification in the area you are applying for. Review the lessons for an appropriate certification or do some research to find one that appeals to you. You can also pretend that you have completed additional training, are a member of a professional organization, have attended seminars, etc. This is your future self, so imagine what you will have accomplished in the next five to 10 years, and use that as a starting point for your résumé. Make it believable, and make it your own! Step 4: What to Submit When you have finished the homepage of your website, click Publish in the upper-right corner. Submit your résumé and the URL to your website to the dropbox.

Updated Text: Step 3: Create Your Résumé Typically, you would create a résumé after finding a job to apply for, and you would tailor your résumé to highlight the qualifications and responsibilities the job description asks for. In this case, you can use the career you chose in the previous unit or a career that fits the focus you established in Step 2. In a new word processing document, create your résumé. You may want to use a template to make your résumé look professional. Make sure your résumé has the following sections: • Header with your personal information • Professional objective • Work experience • Education • Skills • Certifications and licenses Assume that you already have a degree or certification in the area you are applying for. Review the lessons for an appropriate certification or do some research to find one that appeals to you. You can also pretend that you have completed additional training, are a member of a professional organization, have attended seminars, etc. This is your future self, so imagine what you will have accomplished in the next five to 10 years, and use that as a starting point for your résumé. Make it believable, and make it your own! Step 4: Plan of Action Now that you have a résumé, it's time to set up a plan of action. Find at least three potential employers you would want to contact regarding an employment opportunity and document their preferred application or contact method. You'll want to write out the steps you'll take to prepare your cover letter before contacting these potential employers, as well as what is needed in the application process. In some cases, you'll want to take note of the hiring

manager's email address to contact them directly; in other cases you may need to document the application process to better prepare, especially if an exam is required. Sometimes this process is listed within the job description itself. This information may change over time, but such exploration will give you a better understanding about the process of contacting employers to investigate job opportunities in the future. Step 5: What to Submit When you have finished the homepage of your website, click Publish in the upper-right corner. Submit your résumé, plan of action document, and the URL to your website to the dropbox.

Component: ***Principles of Information Technology 1a/1b***
ISBN: 9781737161653

Type: Editorial Change

Location: Principles of Information Technology 1b, Unit 8, Lesson 1, "Join a School Club" subtitle, text beginning "Contact the computer science department…"

Original Text: Join a School Club Perhaps the easiest place to get plugged in is at a local school. Some high schools already have IT clubs in place that meet at lunchtime or after school. If your local school does not, consider asking whether you could start such a club, or try to find one at a nearby library or community center. An IT club might meet weekly to work on a programming challenge, build a network, learn a new type of software, create a robot, construct a custom computer, or read current technology news, among many other topics. Join a National Club Besides local school clubs, you may also be able to take part in nationally organized clubs. You may be able to join or start a chapter (the local branch of a society or club), or you might participate in an online club. Let's explore some of the opportunities with various national and worldwide clubs. Besides learning and sharpening new IT skills, participating in an IT-related organization or club can help set you on the right track to serving your community. Community service can be defined as voluntary work with people who need help in a certain area. Your local club might decide to design and code an app to help with a particular community need such as housing, entertainment, or transportation.

Updated Text: Join a National Club Besides local school clubs, you may also be able to take part in nationally organized clubs. You may be able to join or start a chapter (the local branch of a society or club), or you might participate in an online club. Let's explore some of the opportunities with various national and worldwide clubs. Besides learning and sharpening new IT skills, participating in an IT-related organization or club can help you find new career opportunities. Employers are often tightly networked with organizations like the FBLA (Future Business Leaders of America) and CoderDojo to find new and upcoming talent. Clubs and organizations can help put you in contact with potential internship or even job opportunities. Furthermore, clubs can help help set you on the right track to serving your community. Community service can be defined as voluntary work with people who need help in a certain area. Your local club might decide to design and code an app to help with a particular community need such as housing, entertainment, or transportation. This is great practice for the developers and a valuable asset to the community. Collaborating with local community officials and participating in a project that is bigger than yourself can help you gain a broader perspective. If you have been inspired, challenged, or motivated by a teacher, volunteer, or IT professional, you know how big of a difference it made in your life. Why wouldn't you want to give back to the community in a tangible way using your IT skills? Beyond that, the reputation and experience you'll gain along the way will look great on your résumé and portfolio as you begin to contact potential employers.

Component: ***Principles of Information Technology 1a/1b***
ISBN: 9781737161653

Type: Editorial Change

Location: Principles of Information Technology 1a, Unit 1, Activity 2 "What Do I Know About Peripherals, Processors, and Memory?", Step 3: Find the Specs, text beginning "We are interested in CPU and RAM…"

Original Text: What Do I Know about Peripherals, Processors, and Memory? Required Materials Word processing software Video recording device Peripherals are important parts of the computing experience. After all, how could you watch your favorite show without earbuds? Or how could you type up that history paper without a keyboard? And of course, no computing device could function without a processor or memory. In this activity, you will be demonstrating your knowledge of computer components such as input/output devices, the CPU, and primary storage by creating an

informative video. Step 1: Locate a Device Find a computer (desktop or laptop) which has plenty of peripherals, cables, and connectors. If you have access to a computer lab at school or a local library, the computers in those places typically have several peripherals. Step 2: Identify Peripherals Before you start shooting your video, outline a plan in a word processing document for what you will talk about. First, identify as many peripherals on the computer as you can. Separate them into input and output. Creating a table would be great for this step. Next, explain the purpose of each peripheral and how to use it. Practice demonstrating the use of at least one peripheral. Finally, talk about several ports that you see and what kinds of cables are (or could be) connected. Step 3: Find the Specs Next, check out your computer's specs (short for specifications), which is information about the computer's internal components. We are interested in CPU and RAM. Finding the specs varies from device to device. If you're using a Windows-based computer, go to the Start menu, click on Settings, and then scroll down to About. You should see your device specifications listed. Device specifications for Processor and Installed RAM. If you're using a Chromebook, type Diagnostics into the ChromeOS search bar and open the settings section. You should see the type of CPU, its speed, and how much memory is available. If you're using a MacBook, click on the Apple icon in the upper left of your screen, and click on About this Mac. You'll see the processor and memory details displayed. Once you've located the CPU and memory specs, record them in your word processing document and plan to demonstrate how to find them in your video. Step 4: Record a Video With your plan in mind, record your video. You may want to have a friend hold the recording device, or you may want to prop it up so that you have both your hands free to demonstrate how the peripherals are used. Step 5: What to Submit Submit the word processing document and your video file to the dropbox.

Updated Text: Step 3: Find the Specs Next, check out your computer's specs (short for specifications), which is information about the computer's internal components. We are interested in CPU and RAM. Finding the specs varies from device to device. If you're using a Windows-based computer, go to the Start menu, click on Settings, and then scroll down to About. You should see your device specifications listed. If you're using a Chromebook, type Diagnostics into the ChromeOS search bar and open the settings section. You should see the type of CPU, its speed, and how much memory is available. If you're using a MacBook, click on the Apple icon in the upper left of your screen, and click on About this Mac. You'll see the processor and memory details displayed. Once you've located the CPU and memory specs, record them in your word processing document and plan to demonstrate how to find them in your video. Step 4: CreatAdding Variety Now that you've completed the process for one type of processor, find a second type of processor to document. If you picked a Windows- based laptop, for example, you may elect to choose a desktop computer, tablet, Chromebook, or even a phone! You may even find different processor types between similar devices. For example, some older Apple computers use the same Intel-based processors you would find on a Windows-based PC, while newer Apple computers use their own proprietary processors, known as M1 or M2 processors. Step 5: Createing Yyour Script Now that you have an outline, it's time to plan your script. Since you're essentially teaching this information, you want to word things in a way that is easily understood by a wide audience. In your script, identify and explain the functions of all basic computer components, including the CPU, storage, and peripherals, in a way that someone new to technology can understand. You may elect to use examples in your descriptions, explaining how the CPU can speed up processing tasks or that RAM can be useful for multitasking since you can have more programs open at once before things start to slow down. Don't forget your peripherals, either! All of your input devices and output devices are just as important to a complete computer system. YBe sure to include definitions of the following in your scriptou should cover at least the following: • Input Devices (mice, keyboards, webcams, microphones, etc.) • Output Devices (monitors, speakers, etc.) • Processors (CPU) • Graphics Cards (GPU) • RAM (be sure to explain to the audience the difference between RAM and ROM) • Primary/Secondary Storage Devices (be sure to explain their uses, as well as the differences between hard drives and solid state drives and what it means when a drive is internal or external) Step 64: Record a Video With your plan in mind, record your video. You may want to have a friend hold the recording device, or you may want to prop it up so that you have both your hands free to demonstrate how the peripherals are used. Step 75: What to Submit Submit the word processing document and your video file to the dropbox.

Publisher: eDynamic Holdings LP

Human Growth and Development

Program: Human Growth and Development 1a/1b: TEKS

Editorial Changes

Component: *Human Growth and Development 1a/1b*
ISBN: 9781959433293

Type: Editorial Change

Location: Human Growth and Development 1a, Unit 3, Discussion question 2

Original Text: Some women are not able to conceive a child through sexual intercourse with their partner. What are TWO alternative options for a woman who wants to have a child but cannot conceive through sexual intercourse? In your opinion, which is a better option and why?

Updated Text: Some women have fertility issues and are unable to conceive a child through sexual intercourse with their partner. In a case like this, explain the reason a woman would seek medical care prior to pregnancy. What are TWO alternative options that might be available for a woman who wants to have a child but has reproductive challenges? In your opinion, which is a better option and why?

Component: *Human Growth and Development 1a/1b*
ISBN: 9781959433293

Type: Editorial Change

Location: Human Growth and Development 1a, Unit 3, Critical Thinking question 1

Original Text: What are the different reasons that a person may choose a particular type of health care for prenatal care, labor, and delivery? Which option do you think is best and why?

Updated Text: Preparing for a pregnancy is important. Explain the reasons for good health practices prior to pregnancy. Also, explain the reasons for medical care prior to pregnancy.

Component: *Human Growth and Development 1a/1b*
ISBN: 9781959433293

Type: Editorial Change

Location: Human Growth and Development 1a, Unit 3, Critical Thinking question 4

Original Text: How does nutrition play a role in prenatal development? What things should an expecting mother make sure she ingests and why? Explain what adjustments a woman might make to her nutrition before she becomes pregnant and why.

Updated Text: Explain reasons for good health practices during pregnancy. What effect can a mother’s habits have on a developing fetus? How does nutrition play a role in prenatal development? What things should an expecting mother make sure she ingests and why? Explain what adjustments a woman might make to her nutrition before she becomes pregnant and why.

Publisher: eDynamic Holdings LP

Medical Assistant

Program: Medical Assistant 1a/1b: TEKS

Editorial Changes

Component: *Medical Assistant 1a/1b*
ISBN: 9781959433378

Type: Editorial Change

Location: Medical Assistant 1B, Unit 3, Activity 1

Original Text: Cumulative Project: How Do You Administer Medications? Required Materials Video recording device Various household items (optional) You learned about how to prepare and administer medications in this unit. Now it's time to demonstrate your new knowledge. In this activity, you will create a video to model proper techniques. Of course, you will not be using real medications or asking anyone to ingest anything, but you can use household props to help in your demonstration if you'd like. Step 1: Prepare for the Video Take notes and gather any helpful household props so you are ready to film your demonstration. You will need to: use proper technique when preparing medications for administration, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical use proper technique when administering medications, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical Step 2: Record Your Demonstration Make a video recording in which you demonstrate all required information from Step 1. Check your video to make sure the audio and video are clear and easy to understand. Submit your video to your instructor.

Updated Text: Cumulative Project: How Do You Administer Medications? Required Materials • Video recording device • Various household items (optional) You learned about how to prepare and administer medications in this unit. Now it's time to demonstrate your new knowledge. In this activity, you will create a video to model proper techniques. Of course, you will not be using real medications or asking anyone to ingest anything, but you can use household props to help in your demonstration if you'd like. Step 1: Prepare for the Video Take notes and gather any helpful household props so you are ready to film your demonstration. You will need to: • use proper technique when preparing medications for administration, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical • use oral communication to provide patient education on what you are about to do and why • use proper technique when administering medications, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical Step 2: Record Your Demonstration Make a video recording in which you demonstrate all required information from Step 1. Check your video to make sure the audio and video are clear and easy to understand. Submit your video to your instructor.

Component: *Medical Assistant 1a/1b*
ISBN: 9781959433378

Type: Editorial Change

Location: Medical Assistant 1B, Unit 3, Critical Thinking Question 1

Original Text: A physician at a cancer clinic asks a medical assistant to call in a prescription for oxycodone to a local pharmacy. What's wrong with this scenario? What does the medical assistant need to ask the physician to make sure the patient gets the right medication?

Updated Text: In this lesson you learned about drugs that can be so addictive to humans that the FDA has decided they must be controlled. If these drugs are so dangerous, why are they still used? Create a list of each drug schedule and identify an indication for use of drugs in that category.

Component: *Medical Assistant 1a/1b*
ISBN: 9781959433378

Type: Editorial Change

Location: Medical Assistant 1B, Unit 3, Activity 1

Original Text: umulative Project: How Do You Administer Medications? Required Materials Video recording device Various household items (optional) You learned about how to prepare and administer medications in this unit. Now it's time to demonstrate your new knowledge. In this activity, you will create a video to model proper techniques. Of course, you will not be using real medications or asking anyone to ingest anything, but you can use household props to help in your demonstration if you'd like. Step 1: Prepare for the Video Take notes and gather any helpful household props so you are ready to film your demonstration. You will need to: use proper technique when preparing medications for administration, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical use proper technique when administering medications, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical Step 2: Record Your Demonstration Make a video recording in which you demonstrate all required information from Step 1. Check your video to make sure the audio and video are clear and easy to understand. Submit your video to your instructor.

Updated Text: UNIT 3 ACTIVITY 1 Cumulative Project: How Do You Administer Medications? Required Materials • Video recording device • Various household items (optional) You learned about how to prepare and administer medications in this unit. Now it's time to demonstrate your new knowledge. In this activity, you will create a video to model proper techniques. Of course, you will not be using real medications or asking anyone to ingest anything, but you can use household props to help in your demonstration if you'd like. Step 1: Prepare for the Video Take notes and gather any helpful household props so you are ready to film your demonstration. You will need to: •use proper technique when preparing medications for administration, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical • use oral communication to provide patient education on what you are about to do and why • use proper technique when administering medications, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical • explain the storage requirements of medications, give examples of how you properly store medications in the office, and then focus on how to properly store those the patient might be sent home with Step 2: Record Your Demonstration Make a video recording in which you demonstrate all required information from Step 1. Check your video to make sure the audio and video are clear and easy to understand. Submit your video to your instructor.

Component: ***Medical Assistant 1a/1b***
ISBN: 9781959433378

Type: Editorial Change

Location: Medical Assistant 1B, Unit 6, Activity 1

Original Text: Cumulative Project: How Do You Take a Blood Sample? Required Materials Word processing software Taking a blood sample requires several precise steps that protect both you and the patient. To help remember these steps, you will create a checklist of what needs to be done. You will also create a label for a lab specimen so you can remember all the proper documentation that needs to take place each time you collect a specimen. Step 1: Create a Checklist Create a checklist of the steps of taking a blood sample. Be sure to start with PPE. Apply your knowledge of PPE used in various situations such as venipuncture and other types of specimen collection to describe what you would need to do when taking a blood sample. What steps will you add to your checklist to make sure you are using PPE accurately? Continue on with the other steps you would take in this process of collecting a blood sample. Step 2: Create a Sample Label Design a sample label that you can use as a model for future specimens. Demonstrate proper labeling of lab specimens, including patient name, date of birth, source, date, time, and initials of collector. Submit your checklist and your sample label to your instructor.

Updated Text: Cumulative Project: How Do You Take a Blood Sample? Required Materials • Word processing software Taking a blood sample requires several precise steps that protect both you and the patient. To help remember these steps, you will create a checklist of what needs to be done. You will also create a label for a lab specimen so you can remember all the proper documentation that needs to take place each time you collect a specimen. Step 1: Create a Checklist Create a checklist of the steps of taking a blood sample. Be sure to start with PPE. Apply your knowledge of PPE used in various situations such as venipuncture and other types of specimen collection to describe what you would need to do when taking a blood sample. What steps will you add to your checklist to make sure you are using PPE accurately?

Continue on with the other steps you would take in this process of collecting a blood sample. Step 2: Create a Sample Label Design a sample label that you can use as a model for future specimens. Demonstrate proper labeling of lab specimens, including patient name, date of birth, source, date, time, and initials of collector. Step 3: Leave Some Instructions Finally, create a note for your coworkers with instructions on how they should properly transfer and store these lab specimens. Make sure to be clear in your instructions, as a sample that has not been properly transferred or stored will not yield accurate results. Submit your checklist and your sample label to your instructor.

Feedback and Publisher Responses

Component: *Medical Assistant 1a/1b*
ISBN: 9781959433378

Page Number(s): 1A

URL:

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Feedback Text: Suggestion: add in nonvebal into Step 1. Also add in a Step 3 Guide to have one bullet of a nonverbal scenario.Imagine you are a training manager for a physician’s office. Create a training guide that will help new employees and established employees communicate (verbal and nonverbal) with one another and with patients and work smoothly as a team.

Publisher Response: This is a good suggestion and the activity will be modified to add nonverbal communication into its first step. We can also expand step 3 to include the scenario described - creating a training guide for new and veteran employees to communicate with each other using verbal and nonverbal communication.

Component: *Medical Assistant 1a/1b*
ISBN: 9781959433378

Page Number(s): 1A

URL:

View Content

Feedback Text: See B1 breakout feedback.

Publisher Response: Thank you for this feedback. We plan to take the advice offered re: Bi - nonverbal communication. We plan to expand 2 steps in an activity - step 1 will include nonverbal communication and step 2 to include a scenario that facilitates a learner creating a training guide that includes verbal and nonverbal communication for new and established employees.

Component: *Medical Assistant 1a/1b*
ISBN: 9781959433378

Page Number(s): 1B

URL:

View Content

Feedback Text: Suggestion to make clear of adverse "event" vs adverse "effect" like in the text.

Publisher Response: We plan to describe what an adverse event is and what an adverse effect is in the lesson.

Component: *Medical Assistant 1a/1b*
ISBN: 9781959433378

Page Number(s): 1B

URL:

View Content

Feedback Text: Suggestion to make clear of adverse "event" vs adverse "effect" like in the text.

Publisher Response: We agree and will add information to the lesson that clarifies what an adverse event is and what an adverse effect is.

Publisher: eDynamic Holdings LP

Medical Terminology

Program: Medical Terminology 1a/1b: TEKS

Editorial Changes

Component: *Medical Terminology 1a/1b*
ISBN: 9781959433415

Type: Editorial Change

Location: Medical Terminology 1A, Unit 4, Activity 2

Original Text: How Do You Read a Patient’s Health Status? Required Materials Word processing software Video recording device Being able to read and interpret a patient’s chart is critical in any healthcare position. This activity gives you the chance to practice this important skill. Step 1: Read the Case Study A patient presents to the ER with C/O HA and LBP. The patient has a h/o neuropathy and hypopnea. She currently has no N/V and VSS. After UA is performed, it is determined the patient has a UTI and will be prescribed cap to be taken t.i.d. Step 2: Interpret the Case Study Decipher the patient’s condition and history based on your knowledge of word parts and abbreviations. Using a medical dictionary, look up any medical conditions to ensure your definition matches the official definition and check the pronunciation of terms. Rewrite the passage using no abbreviations to explain the diseases. Step 3: Make a Video Make a video of yourself relaying the information to a coworker in layperson’s terms. Videos should also clearly display professionalism by speaking in a clear and respectful manner. Submit your written description and your video.

Updated Text: Complete all components in the activity below according to the given instructions. Refer to the provided rubric for information on how you will be graded. Submit your work as a file attachment using the dropbox. The activity is worth 15 points. How Do You Read a Patient’s Health Status? Required Materials • Word processing software • Video recording device Being able to read and interpret a patient’s chart is critical in any healthcare position. This activity gives you the chance to practice this important skill. Step 1: Read the Case Study A patient presents to the ER with C/O HA and LBP. The patient has a h/o neuropathy and hypopnea. She currently has no N/V and VSS. After UA is performed, it is determined the patient has a UTI and will be prescribed cap to be taken t.i.d. Step 2: Interpret the Case Study Decipher the patient’s condition and history based on your knowledge of word parts and abbreviations. Be sure to accurately spell occupationally and medically specific terms. Using a medical dictionary, look up any medical conditions to ensure your definition and spelling match the official definition and check the pronunciation of terms. Rewrite the passage using the correct spelling of terms with no abbreviations to explain the diseases. Step 3: Make a Video Make a video of yourself relaying the information to a coworker in layperson’s terms using the appropriate pronunciation. Videos should also clearly display professionalism by speaking in a clear and respectful manner. Submit your written description and your video.

Component: *Medical Terminology 1a/1b*
ISBN: 9781959433415

Type: Editorial Change

Location: Medical Terminology 1B, Unit 8, Critical Thinking Question 4

Original Text: Translate the following notes from a urologist using correct medical terminology and abbreviations. The patient today is a 68-year-old male. His past medical history includes condyloma, hypertension, diabetes mellitus, hyperlipidemia, chronic obstructive pulmonary disease. His current medications include: Metoprolol 100 mg twice a day, Diltiazem 120 mg one daily, Hydrocodone 10/500 mg as needed, Pravastatin 40 mg every morning, Lisinopril 20 mg a day at bedtime, Hydrochlorothiazide 25 mg one by mouth daily. His vitals are as follows: Temperature is 96.7, blood pressure is 108/57, pulse is 75, and weight of 193.8 pounds. He is here today complaining of blood in his urine. I ordered labs done; his creatinine levels are 2.38 with BUN of 42. Urinalysis shows blood in the urine. CT scan shows left kidney atrophy and a 3.1 cm adrenal nodule. Bilateral retrograde pyelograms and cystoscopy with biopsy performed. Biopsy confirms presence of cancer. My impression is that the patient has bladder cancer, Stage 1. Follow protocol, schedule complete transurethral resection of the bladder tumor with chemotherapy to follow.

Updated Text: Complete all components in the activity below according to the given instructions. Refer to the provided rubric for information on how you will be graded. Submit your work as a file attachment using the dropbox. The activity is worth 15 points. What Do I Want to Learn? Required Materials • Word processing software • Graphic design software (optional) • Audio recording device (optional) Congratulations on starting your journey! Before you get going, it is time to take a few moments to reflect. Step 1: Give It Some Thought Think about your personal experience as you consider these questions: Reflection 1: What do I already know about medical terminology? Reflection 2: How can I use prior knowledge and experiences to understand the meaning of terms as they relate to the health science industry? Reflection 3: What would I like to know about medical terminology? Reflection 4: What resources and activities can help me find answers? Step 2: Record Your Ideas Now that you've taken some time to consider the reflection questions, record them in some way so that you will be able to look back later in the course. You may decide to write your thoughts in journal form on a word processing document, create a digital mind map of ideas, or even record an audio of your answers. This is your journey so organize your thoughts in whatever way you find most interesting.

Component: ***Medical Terminology 1a/1b***
ISBN: 9781959433415

Type: Editorial Change

Location: Medical Terminology 1A, Unit 1, Activity 2, under step 2

Original Text: How Does the Digestive System Work? Required Materials Video recording device Graphic design software (optional) To understand how to treat issues with the digestive system, we first must understand how the digestive system works. In this activity, you will research and create a short video presentation designed to teach incoming students a basic overview of the digestive system's process. Step 1: Find a Diagram You should include at least one diagram or graphic to point to while explaining the digestive process. Look for a diagram online that can help you in your video presentation or create one using graphic design software. You can find your own diagrams of the digestive system, or here are some online resources where you may find help: National Institute of Digestive Diseases Kids Health Cleveland Clinic Step 2: Prepare for your Video Presentation Organize your thoughts before you present and record. Keep the following in mind: Be sure to incorporate the following important parts of the digestive system in your presentation: tongue, esophagus, stomach, pancreas, liver, gallbladder, small intestine, large intestine, and rectum. You will record yourself explaining what happens as food enters the body, where it travels, how the organs of the digestive system work together to break down the food and absorb nutrients, and then the path that waste takes out of the body. Use correct medical terms for the organs, but use layperson's terms to describe the process so that your audience will understand. Step 3: Record your Presentation Your video should be at least two minutes in length. During your video, speak professionally and clearly so that new medical students could understand your information.

Updated Text: Complete all components in the activity below according to the given instructions. Refer to the provided rubric for information on how you will be graded. Submit your work as a file attachment using the dropbox. The activity is worth 15 points. How Does the Digestive System Work? Required Materials • Video recording device • Graphic design software (optional) To understand how to treat issues with the digestive system, we first must understand how the digestive system works. In this activity, you will research and create a short video presentation designed to teach incoming students a basic overview of the digestive system's process. Step 1: Find a Diagram You should include at least

one diagram or graphic to point to while explaining the digestive process. Look for a diagram online that can help you in your video presentation or create one using graphic design software. You can find your own diagrams of the digestive system, or here are some online resources where you may find help: • National Institute of Digestive Diseases • Kids Health • Cleveland Clinic Step 2: Prepare for your Video Presentation Organize your thoughts before you present and record. Keep the following in mind: Be sure to incorporate the following important parts of the digestive system in your presentation: teeth, tongue, esophagus, stomach, pancreas, liver, gallbladder, small intestine, large intestine, and rectum. You will record yourself explaining what happens as food enters the body, where it travels, how the organs of the digestive system work together to break down the food and absorb nutrients, and then the path that waste takes out of the body. Use a medical and a dental dictionary to find correct medical terms for the organs, but use layperson's terms to describe the process so that your audience will understand. Step 3: Record your Presentation Your video should be at least two minutes in length. During your video, speak professionally and clearly so that new medical students could understand your information.

Feedback and Publisher Responses

Component: *Medical Terminology 1a/1b*
ISBN: 9781959433415

Page Number(s): 1A

URL:

View Content

Feedback Text: Accepted since they are working in a small group but it is very weak on teamwork.

Publisher Response: As the current suggested teamwork is part of the Extension activiites, we can adjust so this activity is Group Work that falls under Instuctional Time in our Lesson Plan. Teachers will be directed to form groups of 4 - 5 students so students have the opportunity to work cooperatively.

Publisher: eDynamic Holdings LP

Pathophysiology

Program: Pathophysiology 1a/1b: TEKS

Editorial Changes

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1a, Unit 8, Critical thinking Question 1

Original Text: Imagine that you have been given a research assignment to study the reemergence of diseases such as malaria, TB, polio, and measles. Choose one of these diseases and generate four study questions that you can use to kickstart your research.

Updated Text: 1. Imagine that you have been given a research assignment to study the reemergence of diseases such as malaria, TB, polio, and measles. Choose one of these diseases and generate four study questions that you can use to kickstart your research. Then, write a brief sentence or two including a cost-benefit analysis to justify the cost of putting more research into this disease, even if scientists feel it has already been eradicated.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1a, Unit 8, Lesson 2

Original Text: Hospitals and Infections Nosocomial Infections As you know, hospital-acquired infections are any infection that spreads in the healthcare setting. Nosocomial infections are another name for this type of infection. Certain pathogens are typical agents of nosocomial infections. Two surgeons and an assistant dressed in full PPE, consisting of hair covering, face mask, gown, and gloves, operate on a patient, all equipment covered with plastic to prevent contamination. A hospital acts as a hub for pathogens to spread due to the invasive nature of some procedures and the frequency in which various infections are treated, encouraging mutations and adaptions to occur despite the best preventive measures. Photo by John Asselin for the U.S. Air Force, public domain. Some of the common ones include: Clostridioides difficile (C. Diff): a bacteria that causes diarrhea and inflammation of the lower intestines Hepatitis viruses: commonly spread through blood and needle contact and cause inflammation of the liver Methicillin-resistant Staphylococcus aureus (MRSA): the previously discussed antibiotic-resistant bacteria that cause skin infections Norovirus: viruses that cause inflammation of the stomach and intestines and which can be severe in young, old, and medically compromised patients Mycobacterium tuberculosis: bacterial cause of tuberculosis (TB), an infection of the lungs that can also enter the bones. HAIs are also linked to health care because there are specific medical procedures that are only done in those settings and certain types of infections are associated with certain medical procedures. Recall the parts of the chain of infection and note how they relate to these infections.

Updated Text: Hospitals and Infections Nosocomial Infections As you know, hospital-acquired infections are any infection that spreads in the healthcare setting. Nosocomial infections are another name for this type of infection. These types of infections are a serious threat to public health because they can spread from patient to patient in a hospital or from caregivers to patients. There are certain pathogens are that are typical agents of nosocomial infections. A hospital acts as a hub for pathogens to spread due to the invasive nature of some procedures and the frequency in which various infections are treated, encouraging mutations and adaptions to occur despite the best preventive measures. Photo by John Asselin for the U.S. Air Force, public domain. Some of the common ones include: • Clostridioides difficile (C. Diff): a bacteria that causes diarrhea and inflammation of the lower intestines • Hepatitis viruses: commonly spread through blood and needle contact and cause inflammation of the liver • Methicillin-resistant Staphylococcus aureus (MRSA): the previously discussed antibiotic-resistant bacteria that cause skin infections • Norovirus: viruses that cause inflammation of the stomach and intestines and which can be severe in young, old, and medically compromised patients • Mycobacterium tuberculosis: bacterial cause of tuberculosis (TB), an infection of the lungs that can also enter the bones. HAIs are also linked to health care because there are specific medical procedures that are only done in those settings and certain types of infections are associated with certain medical procedures. That is why it is so important to maintain asepsis when performing them. Recall the parts of the chain of infection and note how they relate to these infections. Note that sometimes these procedures take place outside the physical walls of a medical location; this does not change the classification. For example, a nurse inserting a catheter for a patient at their home is still conducting a medical procedure. These procedures are often necessary and lifesaving; their benefits outweigh the risks. Adoption of specific practices further lowers these risks of infection.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1a, Unit 8 Critical Thinking Question 4

Original Text: Describe THREE ways that individuals, acting on their own, can protect themselves against the spread of pathogens.

Updated Text: 4. Describe differences in the causes, prevention, and impact of nosocomial infections and a community-acquired infections. Then, describe THREE ways that individuals, acting on their own, can protect themselves against the spread of pathogens.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1b, Unit 6, Cumulative Project

Original Text: What Are the Pathophysiological Mechanisms? Required Materials Word processing software In the last unit, you chose and researched a second condition so that by the end of this course you can choose one of the two conditions to create a seminar about. In this activity, you'll be building on your knowledge of the condition that you began researching in Unit 5. Step 1: Choose Signs and Symptoms Recall what you learned about your chosen condition from Unit 5 and think about the signs and symptoms of that condition. Then, choose THREE or FOUR of those signs and/or symptoms to research. Step 2: Research the Signs and Symptoms Once you have chosen three or four signs and/or symptoms to research, use credible sources to answer the following questions in a word-processing document: What parts of the anatomy are involved in these signs and symptoms? What is the normal function/job of this anatomical part? What is happening on a cellular, tissue, or organ system level that causes these changes in the patient? Are there other parts of the body affected by the changes caused by this condition? How do the pathophysiological processes cause the presentation of this condition? How would you explain these changes in language a patient would understand? Step 3: Cite Your Sources When you upload your word-processing document from Step 2 to your instructor, be sure to include your sources.

Updated Text: What Are the Pathophysiological Mechanisms? Required Materials • Word processing software In the last unit, you chose and researched a second condition so that by the end of this course you can choose one of the two conditions to create a seminar about. In this activity, you'll be building on your knowledge of the condition that you began researching in Unit 5. Step 1: Choose Signs and Symptoms Recall what you learned about your chosen condition from Unit 5 and think about the signs and symptoms of that condition. Then, choose THREE or FOUR of those signs and/or symptoms to research. Step 2: Research the Signs and Symptoms Once you have chosen three or four signs and/or symptoms to research, use credible sources to answer the following questions in a word-processing document: • What parts of the anatomy are involved in these signs and symptoms? • What is the normal function/job of this anatomical part? • What is happening on a cellular, tissue, or organ system level that causes these changes in the patient? • Are there other parts of the body affected by the changes caused by this condition? • How do the pathophysiological processes cause the presentation of this condition? • How would you explain these changes in language a patient would understand? Step 3: Create a Lab Report Using some of the quantitative and qualitative data you collected about the disease, organize your data and create a lab report that shows what a lab technician might expect to see on test results for a patient with this condition. Step 4: Cite Your Sources When you upload your word-processing document from Step 2 and your lab report from Step 3 to your instructor, be sure to include your sources.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1b, Unit 6, Cumulative Project 6, Step 3

Original Text: What Contributes to Disease? Required Materials Word processing software Art supplies (optional) Graphic design software (optional) You have been hired to create a brochure to teach the community about factors that contribute to disease. Let's see what you find! Step 1: Consider Diseases Thinking back to what you've learned in this unit and previous ones, create a list of at least FIVE different diseases or conditions that may affect someone. Step 2: Investigate a Disease and Its Factors Choose ONE of the diseases from your list in Step 1 to investigate factors that contribute to it, including age, gender, environment, lifestyle, and heredity. Using credible sources, answer the following questions: What factors contribute to this disease? Explain. How many people in the United States are affected by this disease? How many people are affected because of the various factors? Explain. What actions, if any, can someone take to prevent this disease? What resources are available for those affected by this disease? Step 3: Create a Brochure Using the researched information from Step 2, create a brochure that informs people in your community about this disease and its contributing factors. Your brochure may be completed with various art supplies or you may design it using digital software. Either way, your brochure should contain both written information and illustrations. Step 4: What to Submit Submit the following to your instructor: Your list from Step 1 Your answers from Step 2 Your brochure from Step 3

Updated Text: What Contributes to Disease? Required Materials •Word processing software • Art supplies (optional) • Graphic design software (optional) You have been hired to create a brochure to teach the community about factors that contribute to disease. Let's see what you find! Step 1: Consider Diseases Thinking back to what you've learned in this unit and previous ones, create a list of at least FIVE different diseases or conditions that may affect someone. Step 2: Investigate a Disease and Its Factors Choose ONE of the diseases from your list in Step 1 to investigate factors that contribute to it, including age, gender, environment, lifestyle, and heredity. Using credible sources, answer the following questions: • What factors contribute to this disease? Explain. • How many people in the United States are affected by this disease? How many people are affected because of the various factors? Explain. • What actions, if any, can someone take to prevent this disease? • What resources are available for those affected by this disease? Step 3: Create a Brochure Using the researched information from Step 2, create a brochure that informs people in your community about this disease and its contributing factors. On your brochure, make sure to include a labeled drawing that gives quantitative data about the prevalence of the disease. Your brochure may be completed with various art supplies or you may design it using digital software. Either way, your brochure should contain both written information and illustrations. Step 4: What to Submit Submit the following to your instructor: • Your list from Step 1 • Your answers from Step 2 • Your brochure from Step 3

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1b, Unit 2, Activity

Original Text: What Contributes to Disease? Required Materials Word processing software Art supplies (optional) Graphic design software (optional) You have been hired to create a brochure to teach the community about factors that contribute to disease. Let's see what you find! Step 1: Consider Diseases Thinking back to what you've learned in this unit and previous ones, create a list of at least FIVE different diseases or conditions that may affect someone. Step 2: Investigate a Disease and Its Factors Choose ONE of the diseases from your list in Step 1 to investigate factors that contribute to it, including age, gender, environment, lifestyle, and heredity. Using credible sources, answer the following questions: What factors contribute to this disease? Explain. How many people in the United States are affected by this disease? How many people are affected because of the various factors? Explain. What actions, if any, can someone take to prevent this disease? What resources are available for those affected by this disease? Step 3: Create a Brochure Using the researched information from Step 2, create a brochure that informs people in your community about this disease and its contributing factors. Your brochure may be completed with various art supplies or you may design it using digital software. Either way, your brochure should contain both written information and illustrations. Step 4: What to Submit Submit the following to your instructor: Your list from Step 1 Your answers from Step 2 Your brochure from Step 3

Updated Text: What Contributes to Disease? Required Materials •Word processing software • Art supplies (optional) • Graphic design software (optional) You have been hired to create a brochure to teach the community about factors that contribute to disease. Let's see what you find! Step 1: Consider Diseases Thinking back to what you've learned in this unit and previous ones, create a list of at least FIVE different diseases or conditions that may affect someone. Step 2: Investigate a Disease and Its Factors Choose ONE of the diseases from your list in Step 1 to investigate factors that contribute to it, including age, gender, environment, lifestyle, and heredity. Using peer reviewed medical journals, collect both qualitative and quantitative data about the disease. Some sources for peer reviewed medical journals include: • The American Journal of Medicine • The New England Journal of Medicine Then, answer the following questions: • What factors contribute to this disease? Explain. • How many people in the United States are affected by this disease? How many people are affected because of the various factors? Explain. • What actions, if any, can someone take to prevent this disease? • What resources are available for those affected by this disease? Step 3: Create a Brochure Using the researched information from Step 2, create a brochure that informs people in your community about this disease and its contributing factors. Your brochure may be completed with various art supplies or you may design it using digital software. Either way, your brochure should contain both written information and illustrations. Step 4: What to Submit Submit the following to your instructor: • Your list from Step 1 • Your answers from Step 2 • Your brochure from Step 3

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1a, Unit 8, Activity 1

Original Text: What Are the Differences Between HAIs and Community-Acquired Infections? Required Materials Word processing software In this activity, you'll gather detailed information about nosocomial infections, also known as hospital-acquired infections (HAIs). You'll then research community-acquired infections and write a summary that compares and contrasts the two types of infection. Step 1: Conduct Research on HAIs Review the information presented in your lessons and conduct additional research online. Gather information typical to nosocomial infection: What is a nosocomial infection? Who is at risk? Record your findings in a word processing document. Include two to three sentences of information for each of the following bullet points, and remember to include your sources for any facts or information you present. Causes of nosocomial infections Prevention methods Societal and personal impacts Step 2: Conduct Research on Community-Acquired Infections Now, review the information presented in your lessons and conduct additional research online about community-acquired infections. What is a community-acquired infection? Detail the re-emergence of diseases such as malaria, tuberculosis, polio, and measles. Record your findings in a word processing document. Include two to three sentences of information for each of the following bullet points, and include your sources for any facts or information you present. Causes of community-acquired infections Prevention methods Societal and personal impacts Step 3: Compare, Contrast, Summarize Now, analyze the information you've gathered and write a two-three paragraph summary of the main differences and any similarities between the two types of infection. Include your sources for any facts or information you present.

Updated Text: What Are the Differences Between HAIs and Community-Acquired Infections? Required Materials • Word processing software In this unit, you considered how important asepsis is and how a lack of it can cause dangerous microorganisms to spread into the community. In this activity, you'll gather detailed information about nosocomial infections, also known as hospital-acquired infections (HAIs). You'll then research community-acquired infections and write a summary that compares and contrasts the two types of infection. Step 1: Conduct Research on HAIs Review the information presented in your lessons and conduct additional research online. Gather information typical to nosocomial infection: What is a nosocomial infection? Who is at risk? Record your findings in a word processing document. Include two to three sentences of information for each of the following bullet points, and remember to include your sources for any facts or information you present. • Causes of nosocomial infections • Prevention methods • Societal and personal impacts Step 2: Conduct Research on Community-Acquired Infections Now, review the information presented in your lessons and conduct additional research online about community-acquired infections. What is a community-acquired infection? Detail the re-emergence of diseases such as malaria, tuberculosis, polio, and measles. Record your findings in a word processing document. Include two to three sentences of information for each of the following bullet points, and include your sources for any facts or information you present. • Causes of community-acquired infections • Prevention methods • Societal and personal impacts Step 3: Compare, Contrast, Summarize Now, analyze the information you've gathered and write a two-three paragraph summary of the main differences and any similarities between the two types of infection. In your summary, use some of the quantitative data about both types that you collected. Evaluate and discuss how each of these infections can affect public health and what important principle must be followed to prevent them. Include your sources for any facts or information you present.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1a, Unit 8, Activity 2

Original Text: Cumulative Project: How Do I Present My Findings? Required Materials Scientific notebook Presentation software Video recording device Graphic design software (optional) Art supplies (optional) Poster board (optional) Word processing software (optional) Congratulations on completing your research study! Now you are going to

document what you've accomplished by creating a video or audio presentation to communicate your process. This presentation will be designed to show your discovery to a specific group- someone who might really benefit from your findings! Step 1: Review Your Research Return to your cumulative project folder and review your previous submissions. This is your last opportunity to gain new insights about your research efforts. Be sure to review: The scientific journal you developed in Units 3 and 4 The presentation you developed in Unit 6 The reviewer feedback you received in Unit 7 Step 2: Brainstorm to Find an Authentic Audience Thinking about what your research idea was and what you discovered, ask yourself: Who would benefit from this information? Who would be stakeholders in my discovery? For example, did you research behaviors of a pet, how long food lasts in the refrigerator, or changes in nature around where you live? Here are some examples of how you might communicate those specific findings: Could a pet product company create something, like a new pet toy, based on your research? Would special groups in your community benefit from knowing how long it's safe to keep certain foods in the fridge? Have there been changes in nature where you live? Is there a community group or community center where you might present the issue to interested persons? Put some thought into who you might share your findings with and once you decide, move on to create your presentation! Step 3: Create Your Presentation Next, using presentation software, graphic design software or a posterboard and art supplies, create a presentation that showcases your study project. Be sure you include information on these five sections: Your study topic, initial observations, and initial hypothesis Any changes or edits you made to your initial hypothesis An analysis of your data. Remember to highlight: The statistical concepts relevant to your analysis Any patterns you identified Any sources of error found Any limitations to the design of your investigation Your model or graphic organizer Your proven or unproven hypothesis Step 4: Present Your Findings Using a video recording device, showcase your presentation to your audience. Walk them through your presentation and explain why you believe they might be interested in your study. Your video should be about three to five minutes long. Step 5: What to Submit For your final project, upload these deliverables: Digital presentation or poster board of study Video recording of presentation to stakeholders

Updated Text: Cumulative Project: How Do I Present My Findings? Required Materials • Scientific notebook • Presentation software • Video recording device • Graphic design software (optional) • Art supplies (optional) • Poster board (optional) • Word processing software (optional) Congratulations on completing your research study! Now you are going to document what you've accomplished by creating a video or audio presentation to communicate your process. This presentation will be designed to show your discovery to a specific group- someone who might really benefit from your findings! Step 1: Review Your Research Return to your cumulative project folder and review your previous submissions. This is your last opportunity to gain new insights about your research efforts. Be sure to review: • The scientific journal you developed in Units 3 and 4 • The presentation you developed in Unit 6 • The reviewer feedback you received in Unit 7 Step 2: Brainstorm to Find an Authentic Audience Thinking about what your research idea was and what you discovered, ask yourself: • Who would benefit from this information? • Who would be stakeholders in my discovery? For example, did you research behaviors of a pet, how long food lasts in the refrigerator, or changes in nature around where you live? Here are some examples of how you might communicate those specific findings: • Could a pet product company create something, like a new pet toy, based on your research? • Would special groups in your community benefit from knowing how long it's safe to keep certain foods in the fridge? • Have there been changes in nature where you live? Is there a community group or community center where you might present the issue to interested persons? Put some thought into who you might share your findings with and once you decide, move on to create your presentation! Step 3: Create Your Presentation Next, using presentation software, graphic design software or a posterboard and art supplies, create a presentation that showcases your study project. Be sure you include information on these five sections: 1. Your study topic, initial observations, and initial hypothesis 2. Any changes or edits you made to your initial hypothesis 3. The quantitative and qualitative data you collected 4. An analysis of your data. Remember to highlight: o The statistical concepts relevant to your analysis o Any patterns you identified o Any sources of error found o Any limitations to the design of your investigation 5. Your model or graphic organizer 6. Your proven or unproven hypothesis Step 4: Present Your Findings Using a video recording device, showcase your presentation to your audience. Walk them through your presentation, remember to use your data in your oral report, and explain why you believe they might be interested in your study. Your video should be about three to five minutes long. Step 5: What to Submit For your final project, upload these deliverables: • Digital presentation or poster board of study • Video recording of presentation to stakeholders

Component: ***Pathophysiology 1a/1b***
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1a, Unit 5, Lesson 3

Original Text: The Art of Communication Communication essentially involves three components. The first is the message—the content that is being sent between the people. The second component is the sender, who sends the message. Lastly, there is the receiver, who receives the message. Commonly, we may think of the message as an idea that the sender has and language is used to relay it to the receiver. In actuality, there are far more messages being sent between people, besides just those that are carried by verbal or written language. In other words, it is not what you say but how you say it. Nonverbal Communication Among other her skills, Dr. Lim is a seasoned communicator. She knows that communicating effectively with patients takes finesse and skill. You accompany Dr. Lim when she meets with Henry to discuss his diagnosis of diabetes. Receiving a diagnosis is often difficult for a patient. They may be upset or worried. They may be fearful or angry. Overall, it is a difficult, but successful, interaction. Dr. Lim gives Henry time to reach a point of understanding. She gives him many opportunities to ask questions. At the end of the interactions, she has him repeat the most important points from their conversation. After Henry leaves the clinic, you ask Dr. Lim if the interactions always go like this. She smiles and says no. Emotions can influence not only the nonverbal ways we communicate but the style in which we communicate verbally as well. We have all experienced people saying things they don't mean. Instead of taking another's comments personally, healthcare providers try to look beyond the words to the core of what the person is experiencing. Awareness of the patient's or other person's emotional state and mindset is essential for proper communication. Doctor wearing a face mask meets with a patient also wearing a face mask, pointing to a monitor displaying test results and diagrams that the patient follows with their eyes. Good communication relies upon understanding and empathy. Communicating any kind of life-changing news makes for a delicate situation. The goal for the healthcare provider in these scenarios is to send two messages: confidence and caring. The use of body language, or nonverbal communication styles, is how these messages are sent to the receiver. As you watch Dr. Lim talk with Henry you observe many different types of nonverbal communication. The information Dr. Lim delivers in this oral report about the diagnosis is clear, but she is compassionate. She summarizes the findings, tests, and results from the clinical examination and offers words of support to Henry as needed. Once Henry seems to be over the initial shock of hearing his diagnosis, Dr. Lim uses additional materials to help explain the condition. Using labeled drawings, she explains how the amount of sugar in the blood can influence the other functions of the body. She connects Henry's symptoms and the data from the blood work to help him understand.

Updated Text: The Art of Communication Communication essentially involves three components. The first is the message—the content that is being sent between the people. The second component is the sender, who sends the message. Lastly, there is the receiver, who receives the message. Commonly, we may think of the message as an idea that the sender has and language is used to relay it to the receiver. In actuality, there are far more messages being sent between people, besides just those that are carried by verbal or written language. In other words, it is not what you say but how you say it. Providing Oral Reports to Patients Among other her skills, Dr. Lim is a seasoned communicator. She knows that communicating effectively with patients takes finesse and skill. You accompany Dr. Lim when she meets with Henry to discuss his diagnosis of diabetes. Receiving a diagnosis is often difficult for a patient. They may be upset or worried. They may be fearful or angry. Good communication relies upon understanding and empathy. Communicating any kind of life-changing news makes for a delicate situation. The goal for the healthcare provider in these scenarios is to send two messages: confidence and caring. The use of body language, or nonverbal communication styles, is how these messages are sent to the receiver. As you watch Dr. Lim talk with Henry you observe many different types of nonverbal communication. Oculesics This means eye contact. Dr. Lim makes gentle eye contact with Henry. Posture Dr. Lim is sitting across from Henry. She leans slightly towards him as she explains his diagnosis. Kinesics Body motion includes facial expressions. Henry's face becomes slightly red and a slight frown crosses his face when he hears the news. Haptics This involves touching. Dr. Lim places her hand gently on Henry's arm as she explains the treatments that are available to him. Sound Symbols These include non-verbal sounds. Henry lets out a long sigh and clears his throat before asking a question. The information Dr. Lim summarizes and delivers in this oral report about the diagnosis is clear, but she is compassionate. She summarizes the findings, tests, and results which include both qualitative and quantitative data from

the clinical examination and offers words of support to Henry as needed. Once Henry seems to be over the initial shock of hearing his diagnosis, Dr. Lim uses additional materials to help explain the condition. Using labeled drawings, she explains how the amount of sugar in the blood can influence the other functions of the body. She connects Henry's symptoms and the data from the blood work to help him understand.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Type: Editorial Change

Location: Pathophysiology 1b, Unit 4, Activity 1

Original Text: " How Has the Use of Anabolic Steroids Evolved? Required Materials Word processing software Art supplies (optional) Graphic design software (optional) In this unit, you learned that testosterone, the first exogenous anabolic hormone, was originally made in Germany in 1935 to treat depression. Since then, though, many people, including professional athletes, have used anabolic steroids to increase their competitive abilities. But how did this substance evolve from being used for one treatment to being used for another purpose? In this activity, you'll research and outline the timeline of this evolution. Step 1: Research the History Take some time to research the evolution of the use of exogenous anabolic steroids. As you research, jot notes down in a word processing document or scratch paper, focusing on the following: What are some anabolic steroids that athletes use today? When were those anabolic steroids first made, and what was their original purpose? When do we see record of people using these anabolic steroids for other purposes than their initial intended purposes? What are some noteworthy instances of athletes using these exogenous anabolic steroids? What are the ethical implications of exogenous anabolic steroid use? How has that changed over time? Step 2: Create a Timeline With the information that you researched in Step 1, create a timeline that outlines the evolution of the use of various exogenous anabolic steroids. You may choose to create your timeline using art supplies or graphic design software. Step 3: What to Submit Submit your notes from Step 1 and your timeline from Step 2 to your instructor."

Updated Text: How Has the Use of Anabolic Steroids Evolved? Required Materials • Word processing software • Art supplies (optional) • Graphic design software (optional) In this unit, you learned that testosterone, the first exogenous anabolic hormone, was originally made in Germany in 1935 to treat depression. Since then, though, many people, including professional athletes, have used anabolic steroids to increase their competitive abilities. But how did this substance evolve from being used for one treatment to being used for another purpose? In this activity, you'll research and outline the timeline of this evolution. Step 1: Research the History Take some time to research the evolution of the use of exogenous anabolic steroids. As you research, jot notes down in a word processing document or scratch paper, focusing on the following: • What are some anabolic steroids that athletes use today? • When were those anabolic steroids first made, and what was their original purpose? • When do we see record of people using these anabolic steroids for other purposes than their initial intended purposes? • What are some noteworthy instances of athletes using these exogenous anabolic steroids? • What are the ethical implications of exogenous anabolic steroid use? How has that changed over time? Step 2: Create a Timeline With the information that you researched in Step 1, create a timeline that outlines the evolution of the use of various exogenous anabolic steroids. Use graphic design software to create a technology-based report in order to report the qualitative data you discovered. Step 3: What to Submit Submit your notes from Step 1 and your timeline from Step 2 to your instructor.

Feedback and Publisher Responses

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Page Number(s): 1A

URL:

View Content

Feedback Text: The activity would better address concise nonverbal communication if it asked what the provider should NOT do so that the patient is not confused

Publisher Response: We will follow the SRP's suggestion and revise this critical thinking question to have learners explain what a provider should not do nonverbally.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Page Number(s): 1A

URL:

View Content

Feedback Text: This does not cover field investigations specifically as detailed in the TEK.

Publisher Response: We will expand the second step in this activity to incorporate field investigations.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Page Number(s): 1A

URL:

View Content

Feedback Text: This doesn't really cover the breakout well. 'What kind(s) of data do you plan to collect for your experiment? Is it qualitative or quantitative? Both?"

Publisher Response: We will flesh out this activity to assess data collection more effectively to assess this break out. We will break down the experiement into qualitative data for one part of the experiment, and then quantitative data for the second part of the experiment. That will clarify to students that both types of data collection are required.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Page Number(s): 1A

URL:

View Content

Feedback Text: Covers this very superficially

Publisher Response: As noted above, we will add a description of limitations of scientific models to lesson 3 to meet the TEK more effectively.

Component: *Pathophysiology 1a/1b*
ISBN: 9781959433521

Page Number(s): 1A

URL:

View Content

Feedback Text: Just barely covers this

Publisher Response: We plan to expand this lesson explaining the limitations of models so that the narrative meets the TEK more effectively.

Publisher: eDynamic Holdings LP

Pharmacology

Program: Pharmacology 1a/1b: TEKS

Feedback and Publisher Responses

Component: *Pharmacology 1a/1b*
ISBN: 9781959433538

Page Number(s): 1A

Feedback Text: Explanation is kind of confusion. Actually working the problem out, would be a better solution rather than just discussing how to do it.

Publisher Response: Yes, we agree. The text will show how to work this problem out.

Component: *Pharmacology 1a/1b*
ISBN: 9781959433538

Page Number(s): 1A

Feedback Text: Check the math on practice problem number 2. It should be 0.025 and not 0.25 for both.

Publisher Response: Thank you for catching that error. We will make that correction.

Component: *Pharmacology 1a/1b*
ISBN: 9781959433538

Page Number(s): 1B

URL:

View Content

Feedback Text: Please add the word justice to the information

Publisher Response: The word "justice" will be added to the information in this lesson.

Publisher: Goodheart-Wilcox Publisher

Anatomy and Physiology

Program: Introduction to Anatomy and Physiology - Online Learning Suite: TEKS

Feedback and Publisher Responses

Component: *Introduction to Anatomy and Physiology - Online Learning Suite*
ISBN: 9798889993056

Page Number(s): 136

URL:

View Content

Feedback Text: Note that no where is Cortical bone stated as another term for compact bone.

Publisher Response: This information is given in Figure 2.27, Major Classes of Connective Tissue, in the "Bone" row.

Publisher: Goodheart-Wilcox Publisher

Engineering Design and Presentation I

Program: Exploring Drafting - Online Learning Suite: TEKS

Feedback and Publisher Responses

Component: *Exploring Drafting - Online Learning Suite*
ISBN: 9798889991229

Page Number(s): 269

URL:

View Content

Feedback Text: This does not specify that the student use project management strategies.

Publisher Response: Added a sentence to each cited activity regarding project management strategies.

Component: *Exploring Drafting - Online Learning Suite*
ISBN: 9798889991229

Page Number(s): 417

URL:

View Content

Feedback Text: This activity does technically meet the idea of tasks being assigned, but really could use more on tools that are used.

Publisher Response: Added a sentence to the cited activity about tools and techniques.

Publisher: Goodheart-Wilcox Publisher

Health Science Theory

Program: Health Science Concepts and Skills - Online Learning Suite: TEKS

Editorial Changes

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 328

Location: Figure 9.18

Original Text: "12:00 a.m. 2400"

Updated Text: "12:00 a.m. 0000"

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 585

Location: #5

Original Text: "Small adult"

Updated Text: "Pediatric"

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 596

Location: #5

Original Text: "Mr. Laila"

Updated Text: "Mr. Laila, who is an adult,"

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 596

Location: #7

Original Text: "When a blood pressure is taken, there is a phase in the reading where the heartbeat is no longer heard because the heart relaxes. This is called _____. (16.3-3)" "A. dyspnea B. diastole C. systole D. sclerosis"

Updated Text: "When a blood pressure is taken, _____ pressure is measured when the heart relaxes. (16.3-3)" “A. cardiac B. diastolic C. systolic D. ventilated”

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 653

Location: #2

Original Text: "Certification of licensure"

Updated Text: "Certification or licensure"

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 673

Location: Figure 18.35 caption

Original Text: "What should a pharmacist technician do if the national drug code (NDC) number does not match the description?"

Updated Text: "What additional information does a pharmacist technician need to check when filling a prescription?"

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 731

Location: #5

Original Text: "A. 45,3"

Updated Text: "A. 45.3"

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 732

Location: #15

Original Text: "multiply 50"

Updated Text: "multiply 250"

Component: *Health Science Concepts and Skills*
ISBN: 9781649257628

Type: Editorial Change

Current Page Number(s): 732

Location: #4-5

Original Text: "4. Why are graphs and charts used in medicine? (2-6)" "5. What are remainders in division? (2-2)"

Updated Text: "4. What are remainders in division? (2-2)"

Publisher: Goodheart-Wilcox Publisher

Principles of Education and Training

Program: Teaching - Online Learning Suite: TEKS

Feedback and Publisher Responses

Component: *Teaching - Online Learning Suite*
ISBN: 9798889994886

Page Number(s): 2

URL:

View Content

Feedback Text: Please provide more opportunities for demonstrating a work life balance.

Publisher Response: Our citation document will be updated to include a second citation.

Component: *Teaching - Online Learning Suite*
ISBN: 9798889994886

Page Number(s): 2

URL:

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

View Content

Feedback Text: Consider expanding the activity to include Critical Thinking #10-12.

Publisher Response: Our citation document will be updated to reflect this change.

Component: *Teaching - Online Learning Suite*
ISBN: 9798889994886

Page Number(s): 2

URL:

View Content

Feedback Text: This activity is used for many breakouts. Consider adding more activities, besides question 8.

Publisher Response: This activity meets the standard and has been accepted.

Component: *Teaching - Online Learning Suite*
ISBN: 9798889994886

Page Number(s): 85

URL:

View Content

Feedback Text: Should also specifically address TEK- Explain common signs of anxiety.

Publisher Response: We will provide an updated PDF with the addition of a sentence to add clarity.

Publisher: Great Minds

Science, Grade K

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

Feedback and Publisher Responses

Component: *PhD Science Texas Level K Module 2 Teacher Edition*
ISBN: 9798885885164

Page Number(s): p. 368

URL:

View Content

Feedback Text: First question of assessment has confusing wording. The question near the end asking students to write a sentence should be optional if included at all, as it is too high level for kindergarteners. Or there should be an option for students to give answer orally and teacher transcribe. In my experience, most kindergarteners cannot write full sentences without a lot of help.

Publisher Response: (LCEC Additions)Item 1a (Page 368): Change the wording to item 1A to read as follows:"To find out if Mesa Verde has the things a plant needs, what else should you ask? Circle two questions."Written Response in Item 3d (Page 376): All three Conceptual Checkpoints have one written response of similar length, and they contain the differentiation note below. Edit this Teacher Note on the TE page 161 that corresponds to item 3d. Differentation Note: If students need support with the writing demands of this task, consider scribing their responses or conducting one-on-one interviews.Teacher Note (edited p. 361): Student responses may vary. In item 3d, students should use evidence and

reasoning to support their choice. If students need support to write a response, consider scribing or conducting one-on-one interviews

Publisher: Great Minds

Science, Grade 2

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

Editorial Changes

Component: ***Matter with Spotlight Lessons on Weather Events Teacher Edition***
ISBN: 9798885885218

Type: Editorial Change

Current Page Number(s): 487

Location: Learn, sample student response, last sentence

Original Text: "The rocks stayed in the same place."

Updated Text: "The rocks stayed almost in the same place."

Component: ***Matter with Spotlight Lessons on Weather Events Teacher Edition***
ISBN: 9798885885218

Type: Editorial Change

Current Page Number(s): 517

Location: Learn, first Teacher Question, first sample student response, top of 517

Original Text: "The most it rained in one day was 1 inch."

Updated Text: "The most it rained here in one day was 1 inch."

Publisher: Great Minds

Science, Grade 3

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

Editorial Changes

Component: ***Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***
ISBN: 9798885885249

Type: Editorial Change

Current Page Number(s): 104

Location: Learn: Investigate Water and Land Interactions, paragraph after the inline Safety Note box, last sentence

Original Text: Extra words; remove "the shape of the land and": "Tell students to observe the the shape of the land and components of land in their models and compare their models with the wave model."

Updated Text: "Tell students to observe the components of land in their models and compare their models with the wave model."

Component: ***Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***
ISBN: 9798885885249

Type: Editorial Change

Current Page Number(s): 104

Location: Learn: Investigate Water and Land Interactions, end of the paragraph after the inline Safety Note box and bottom right-side margin

Original Text: Delete sidebar Teacher Note that reads "Although the land in the rain model is flat, students may point out that rain also falls on land that is not flat. Acknowledge students' ideas and confirm that rain interacts with land in many different locations, including mountainous or hilly areas." Delete corresponding inline icon after the words "and compare their models with the wave model."

Updated Text: Delete sidebar and icon

Component: ***Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***
ISBN: 9798885885249

Type: Editorial Change

Current Page Number(s): 105

Location: Learn: Investigate Water and Land Interactions, top of page 105, second Teacher Question after the inline Safety Note box

Original Text: Remove: "How does the shape of the land in your model compare with the land in the wave model? ▪ The land in our river model is U-shaped to represent the steep land on either side of a river. The land in the wave model was piled on one side of the bin to represent the shoreline. ▪ The land in our rain model is flatter than the land in the ocean model. Acknowledge student responses and explain that the three models are different because the shape and components of land near an ocean, a river, and in areas where it might rain are different."

Updated Text: Replace with: "Acknowledge student responses, and explain that the three models are different because the components of land near an ocean, a river, and in other areas where it might rain are different."

Component: ***Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***
ISBN: 9798885885263

Type: Editorial Change

Current Page Number(s): 119

Location: Final bullet

Original Text: "How does the length of the ropes on the seat change over time?"

Updated Text: "How does the shape of the seat change over time?" Reorder the answer choices so that this is the 4th choice, and "How much fun do people have on the seat over time?" is the 5th choice.

Component: ***Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***
ISBN: 9798885885263

Type: Editorial Change

Current Page Number(s): 132

Location: Lesson 10, Learn, Explore Changes in Motion

Original Text: The image needs to be deleted to streamline lesson content.

Updated Text: Delete the image of the scooter boards, and revise the sentence above the image being deleted to read, "Show students a scooter board, and ask the class the following question."

Component: ***Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***
ISBN: 9798885885263

Type: Editorial Change

Current Page Number(s): 133

Location: Lesson 10, Learn, inline Safety Note. third bullet

Original Text: Formatting; Due to addition of new material added in response to TEA feedback, some existing material needs to be deleted to streamline lesson content.

Updated Text: Replace "When using a scooter board, avoid" with "Avoid"

Component: ***Survival and Change Teacher Edition***
ISBN: 9798885885256

Type: Editorial Change

Current Page Number(s): 235

Location: Learn, Explore Other Butterfly Life Cycles, Sample anchor chart

Original Text: Insert new text before the sample anchor chart:

Updated Text: "Summarize student responses, and update the anchor chart."

Component: ***Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition***
ISBN: 9798885885249

Type: Editorial Change

Current Page Number(s): 272

Location: Learn: Complete the End-of-Module Assessment; inline Teacher Note box, first paragraph

Original Text: Insert text after "If selecting student responses, remember to remove identifying information and to select diverse student responses."

Updated Text: "Student responses to item 4a may vary. Possible correct answers include 4, 2, 3, 5, 1; 4, 3, 2, 5, 1; and 3, 4, 2, 5, 1. Note that "Water moves large rocks" is always step 1 and "Water moves small pieces of rock" is always step 5."

Component: ***Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***
ISBN: 9798885885263

Type: Editorial Change

Current Page Number(s): 275

Location: Lesson 22, first sentence of the Land section

Original Text: Delete the first sentence of the Land section

Updated Text: ("Summarize that the class has learned about some of the ways that people on Earth use magnets to solve problems.")

Component: ***Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition***
ISBN: 9798885885263

Type: Editorial Change

Current Page Number(s): 367

Location: Fifth bullet under b.

Original Text: Change "How does the length of the ropes on the seat change over time?"

Updated Text: "How does the shape of the seat change over time?" Reorder the answer choices so that this is the 4th choice, and "How much fun do people have on the seat over time?" is the 5th choice.

Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition*
ISBN: 9798885885249

Type: Editorial Change

Current Page Number(s): 418

Location: Appendix A, Storyline, Lessons 8-9, Reveal section, second paragraph, second sentence.

Original Text: "First we discuss how the components of land and the shape of land in the river models compare with the wave model."

Updated Text: "First we discuss how the components of land in the river and rain models compare with the wave model."

Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition*
ISBN: 9798885885249

Type: Editorial Change

Current Page Number(s): 64

Location: Land, last sentence before the sample anchor chart

Original Text: Replace "update" with "develop": "Work with students to summarize their learning, and then update the anchor chart."

Updated Text: "Work with students to summarize their learning, and then develop the anchor chart."

Component: *Survival and Change Teacher Edition*
ISBN: 9798885885256

Type: Editorial Change

Current Page Number(s): 95

Location: Learn: Analyze Daily Weather Conditions, first set of sample student responses, second sample student response

Original Text: sample student response deleted

Updated Text: Delete: "The temperature was highest on Day 2 and lowest on Day 3."

Component: *Survival and Change Science Logbook*
ISBN: 9798885885430

Type: Editorial Change

Current Page Number(s): iv-vi

Location: Table of Contents

Original Text: A new activity guide needs to be added for Lessons 8 and 20, so the SL will be repaginated after the new activity guide. The Table of Contents needs to be updated with the new page numbers.

Updated Text: Renumber all pages after new Lesson 8 Activity Guide B to end.

Publisher: Great Minds

Science, Grade 4

Program: PhD Science Texas Level 4 Texas Program Bundle (Modules 1-3): TEKS

Editorial Changes

Component: ***Plants in the Environment Teacher Edition***
ISBN: 9798885885294

Type: Editorial Change

Current Page Number(s): 110

Location: Learn, Observe and Record Initial Data, first paragraph (above the Safety Note)

Original Text: add "or in darkness (Group 3)" between "grow light" and "unless students": ". . .and that the plants should remain under the grow light unless students water or observe them."

Updated Text: ". . .and that the plants should remain under the grow light or in darkness (Group 3) unless students water or observe them."

Component: ***Energy with Spotlight Lessons on Earth and Space Teacher Edition***
ISBN: 9798885885287

Type: Editorial Change

Current Page Number(s): 120

Location: Last answer choice before the inline Conceptual Checkpoint box

Original Text: Change "shape" to "color" in text: "Investigate how the shape..."

Updated Text: "Investigate how the color..."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 140

Location: First sentence under Create a Solution

Original Text: "Tell groups to begin building their prototypes."

Updated Text: "Have groups set up their stream tables, and tell them to begin building their prototype solutions to prevent erosion damage."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 175

Location: Materials section; Teacher Preparation table; second row

Original Text: Delete Epic! account information: "Obtain texts or open free educator account to access Epic! digital texts (http://phdsci.link/1007) for Jigsaw reading. (See Lesson 22 Resource A.)"

Updated Text: "Obtain texts for Jigsaw reading. (See Lesson 22 Resource A.)"

Component: ***Energy with Spotlight Lessons on Earth and Space Teacher Edition***
ISBN: 9798885885287

Type: Editorial Change

Current Page Number(s): 263

Location: End-of-Module Assessment, Item 4a, 3rd column, table head

Original Text: Add "Easily" before "Transfers Thermal Energy" for clarity

Updated Text: "Easily Transfers Thermal Energy"

Component: ***Energy with Spotlight Lessons on Earth and Space Teacher Edition***
ISBN: 9798885885287

Type: Editorial Change

Current Page Number(s): 267

Location: End-of-Module Assessment Sample, Item 4a, 3rd column, table head

Original Text: Add "Easily" before "Transfers Thermal Energy" for clarity

Updated Text: "Easily Transfers Thermal Energy"

Component: ***Energy with Spotlight Lessons on Earth and Space Teacher Edition***
ISBN: 9798885885287

Type: Editorial Change

Current Page Number(s): 285

Location: Lesson 11 Resource B, Conceptual Checkpoint, Item 2, third answer choice.

Original Text: Change "shape" to "color" in text: "Investigate how the shape..."

Updated Text: "Investigate how the color..."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 30

Location: Lesson 2, Build a Driving Question Board

Original Text: image should include additional text related to Concept 3 and Related Phenomena.

Updated Text: Updated image includes: 1. a third box with title: How do humans interact with Earth’s features and processes? a. Inside this box, insert two sticky notes with the following questions: i. Is anyone still exploring the Grand Canyon? ii. Do people dig for fossils there? 2. in the Related Phenomena section, insert these questions: a. A pond gets bigger when it rains a lot. b. The sidewalk can crack when plants grow in it.

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 406

Location: Appendix A, Storyline, Lessons 1-2

Original Text: image should include additional text related to Concept 3 and Related Phenomena.

Updated Text: Updated image includes the following text: 1. a third box with title: How do humans interact with Earth's features and processes? a. Inside this box, insert two sticky notes with the following questions: i. Is anyone still exploring the Grand Canyon? ii. Do people dig for fossils there? 2. in the Related Phenomena section, insert these questions: a. A pond gets bigger when it rains a lot. b. The sidewalk can crack when plants grow in it.

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 503

Location: Learn: Analyze Data; first sample student response to the first teacher question

Original Text: Delete one sample student response

Updated Text: Delete: "Many of the materials sink to the bottom."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 508

Location: Land; second teacher question; first sample student response

Original Text: Delete one sample student response

Updated Text: Delete: "They can predict where different materials are in water. For example, plastic bottles float on top of the water and metals sink, so scientists know where to find them."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 508

Location: Land; first teacher question; first sample student response

Original Text: Delete one sample student response

Updated Text: Delete: "Materials that have higher density than water sink to the bottom and stay there unless they are moved."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 508

Location: Land; first teacher question; third sample student response

Original Text: Delete one sample student response

Updated Text: Delete: "Harmful materials such as glass, pesticides, and metals might be at the bottom of the Charles River."

Component: ***Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition***
ISBN: 9798885885270

Type: Editorial Change

Current Page Number(s): 509

Location: Land, sample student responses to the Essential Question, first sample student response

Original Text: Delete one sample student response

Updated Text: Delete: "If pollution materials float, it is easier to clean up the water. It is hard to clean up pollution on the bottom of a body of water."

Publisher: Great Minds

Science, Grade 5

Program: PhD Science Texas Level 5 Texas Program Bundle (Modules 1-3): TEKS

Editorial Changes

Component: ***Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition***
ISBN: 9798885885300

Type: Editorial Change

Current Page Number(s): 235

Location: Lesson 23

Original Text: Formatting; text needs to be deleted to account for an image that needs to be resized.

Updated Text: At the end of the paragraph that begins with "Direct student to the instructions...", delete "with the class."

Component: ***Ecosystems Teacher Edition***
ISBN: 9798885885317

Type: Editorial Change

Current Page Number(s): 261

Location: Lesson 23, Launch, 3rd paragraph

Original Text: Insert text before 3rd sentence and revise 3rd sentence to include "Next,"

Updated Text: "Identify the aquatic plants, and tell students representing those plants to drop their yarn. Next, identify…"

Component: ***Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***
ISBN: 9798885885324

Type: Editorial Change

Current Page Number(s): 269

Location: Launch, Second sentence of first paragraph

Original Text: "Tell students that ancient civilizations developed myths about the stationary nature of this star."

Updated Text: "Tell students that many cultures developed myths about the stationary nature of this star."

Component: *Ecosystems Teacher Edition*
ISBN: 9798885885317

Type: Editorial Change

Current Page Number(s): 286

Location: Lesson 25, Land, first paragraph

Original Text: "...plan a proposal on a piece of chart paper."

Updated Text: "...plan their selected solution using the Plan section of their Science Logbook (Lesson 24 Activity Guide B)." and add "on chart paper" to "...will present their proposal to the class on chart paper..."

Component: *Ecosystems Teacher Edition*
ISBN: 9798885885317

Type: Editorial Change

Current Page Number(s): 325

Location: End-of-Module Assessment Rubric, item 1d, Meets Expectations column, Evidence Statement

Original Text: Add 5.1G: "The student defines a healthy ecosystem (5.12C)..."

Updated Text: "The student uses the Raine Island ecosystem model (5.1G) to define a healthy ecosystem (5.12C)..."

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*
ISBN: 9798885885324

Type: Editorial Change

Current Page Number(s): 526

Location: Learn: Develop Investigation Plans, sample data table above the inline Check for Understanding box

Original Text: Delete sample data table

Updated Text: Delete the sample data table.

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*
ISBN: 9798885885324

Type: Editorial Change

Current Page Number(s): 529

Location: Last sentence of second paragraph in Conduct Force Investigations section

Original Text: Replace "each trial" with "each strength of force": "Tell groups to circle the middle number for each trial, and to record the middle number in their data tables."

Updated Text: "Tell groups to circle the middle number for each strength of force, and to record the middle number in their data tables."

Component: ***Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***
ISBN: 9798885885324

Type: Editorial Change

Current Page Number(s): 531

Location: Land, second bullet in the third Teacher Question

Original Text: "A larger force provided transfers to the model train."

Updated Text: "The force from the spring scale transfers energy to the model train."

Component: ***Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***
ISBN: 9798885885324

Type: Editorial Change

Current Page Number(s): 564

Location: Check for Understanding box, first row in the Next Steps column

Original Text: The phrase "electrical current" should be "electrical energy"

Updated Text: Replace all three instances of "electrical current" in this box with "electrical energy"

Component: ***Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***
ISBN: 9798885885324

Type: Editorial Change

Current Page Number(s): 567

Location: Learn, second sidebar Teacher Note

Original Text: "electricity" should be "electrical energy"

Updated Text: Replace"electricity" with "electrical energy"

Component: ***Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***
ISBN: 9798885885324

Type: Editorial Change

Current Page Number(s): 570

Location: Extension sidebar box

Original Text: In the last two sentences, "current" should be "energy"

Updated Text: In the last two sentences, replace "current" with "energy"

Component: ***Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition***
ISBN: 9798885885324

Type: Editorial Change

Current Page Number(s): 656

Location: End-of-Spotlight Assessment, Sample student responses, Item 3: Material Properties table

Original Text: Row heads and column heads need to be reversed.

Updated Text: List materials as the row headings and list the properties as the column headings.

Feedback and Publisher Responses

Component: *PhD Science Texas Level 5 Module 1 Teacher Edition*
ISBN: 9798885885300

Page Number(s): 228

URL:

View Content

Feedback Text: In the section on self-reflection, include the statement about communicating solutions.

Publisher Response: Citation updated with new content 7/13/23 and submitted to State Review Panel.Based on new content added in the following location: Teacher Edition, Module 1 Earth Processes, Lesson 21 Learn: Share Solutions, last paragraph on p. 228; Includes Science Lesson 21 Activity Guide B: Reflect on the Share Stage; p 74; NEW CONTENT ADDEDAt the end of the Share Solutions portion of the Engineering Challenge, students self-reflect on their leaning. During this reflection, students communicate their solution for how to conserve water when they respond to the prompt in their Science Logbook. This work is done individually, in writing, in the Science Logbook. Then, students verbally share their solutions during an Inside-Outside Circles routine.

Component: *PhD Science Texas Level 5 Module 1 Teacher Edition*
ISBN: 9798885885300

Page Number(s): p. 220

URL:

View Content

Feedback Text: We can see why this is acceptable; however, it needs to state that students need to communicate their findings explicitly individually.

Publisher Response: Updated with new content 7/13/23 and submitted to State Review Panel.Based on new content added in the following location: Teacher Edition, Module 1 Earth Processes, Lesson 21 Learn: Share Solutions, last paragraph on p. 228; Includes Science Lesson 21 Activity Guide B: Reflect on the Share Stage; p 74; NEW CONTENT ADDEDAt the end of the Share Solutions portion of the Engineering Challenge, students self-reflect on their leaning. During this reflection, students communicate their solution for how to conserve water when they respond to the prompt in their Science Logbook. This work is done individually, in writing, in the Science Logbook. Then, students verbally share their solutions during an Inside-Outside Circles routine.

Component: *PhD Science Texas Level 5 Module 3 Teacher Edition*
ISBN: 9798885885324

Page Number(s): p. 558-561

URL:

View Content

Feedback Text: DART link on page 558 gives this Error Message - Error loading media: File could not be played

Publisher Response: PhD Science Texas is working on this issue to make links work more consistently. Try opening link with Google Chrome and clearing browsing history.

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Component: ***PhD Science Texas Level 5 Module 3 Teacher Edition***
ISBN: 9798885885324

Page Number(s): p. 571

URL:

View Content

Feedback Text: Double-check links as they are not working well.

Publisher Response: PhD Science Texas is working on this issue to make links work more consistently. Try opening link with Google Chrome and clearing browsing history.

Publisher: Houghton Mifflin Harcourt

Science, Grade K

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

Editorial Changes

Component: ***HMH Into Science Texas Teacher License Digital Grade K***
ISBN: 9780358860181

Type: Editorial Change

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

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

Original Text: "More Light"

Updated Text: "Medium Light"

Component: ***HMH Into Science Texas Teacher License Digital Grade K***
ISBN: 9780358860181

Type: Editorial Change

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

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

Original Text: "K.6.Ax"

Updated Text: "K.6.A"

Component: ***HMH Into Science Texas Teacher License Digital Grade K***
ISBN: 9780358860181

Type: Editorial Change

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

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

Original Text: N/A

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

Component: ***HMH Into Science Texas Teacher License Digital Grade K***
ISBN: 9780358860181

Type: Editorial Change

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

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

Original Text: "A. You can see the book." "C. You cannot see anything in the room."

Updated Text: "A. Cal can see the book." "B. Cal cannot see anything in the room."

Component: *HMH Into Science Texas Teacher Guide Grade K*
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p. 104

Location: Column 1

Original Text: N/A

Updated Text: "Have children watch the videos to observe the characteristics of day and night." "Support for Children's Answers, Draw a line to identify things you observe in the day. Identify things you observe at night. Day: sun, clouds Night: moon, stars"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*
ISBN: 9780358861638

Type: Editorial Change

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

Location: Top of page, caption 1, caption 2

Original Text: N/A

Updated Text: "How can you tell the difference between day and night? [Caption 1] "The sky is light in the day. We can see the sun. Objects in the sky are easy to see." [Caption 2] "The sky is dark at night. We can see the moon and stars in the sky."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*
ISBN: 9780358861638

Type: Editorial Change

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

Location: Bottom of page

Original Text: N/A

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

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.11

Location: Properties of Matter, captions for each image

Original Text: N/A

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.12

Location: Column 2, Preparation Tips

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

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

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.123

Location: Step 2, last line

Original Text: "Describe and draw."

Updated Text: "Describe or show the colors."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.123

Location: Step 3, last line

Original Text: "Describe and draw."

Updated Text: "Describe or draw the textures."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.123

Location: Step 4, last line

Original Text: "Describe and draw."

Updated Text: "Describe or draw the shapes."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.140

Location: 2nd and 3rd image

Original Text: Middle image shows sunset (sun near horizon on left) Bottom image shows midday (sun high in the middle of the sky)

Updated Text: Middle image shows midday (sun high in the middle of the sky) Bottom image shows sunset (sun near horizon on left)

Component: *HMH Into Science Texas Teacher Guide Grade K*
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.140

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

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

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade K*
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.140

Location: Middle of first column, activity title

Original Text: "Observe Weather Patterns"

Updated Text: "Observe Seasons"

Component: *HMH Into Science Texas Teacher Guide Grade K*
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.16

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

Original Text: N/A

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

Component: *HMH Into Science Texas Teacher Guide Grade K*
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.169

Location: Preparation Tips, before first sentence

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

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.174

Location: Preparation Tips, before first sentence

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

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

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.18

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

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

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.180

Location: Column 1, Learning Objective

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

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.193

Location: Column 2, Step 5, first sentence

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

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.196

Location: Column 2, Learning Objective

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

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

Component: *HMH Into Science Texas Teacher Guide Grade K*
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.197

Location: Column 1, Step 4, last sentence

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

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

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.197

Location: Middle of page, Caption 2, second image

Original Text: "Water cleans the body."

Updated Text: "Water cleans people and animals."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.202

Location: Bottom of page, Teacher prompt

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

Updated Text: N/A

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.218

Location: Bottom of page, Teacher Prompt

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

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

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.223

Location: Bottom of page, Teacher Prompt

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

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

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.238

Location: Bottom of page

Original Text: N/A

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.244

Location: Column 2, Preparation Tips, after last sentence

Original Text: N/A

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

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.27

Location: Step 2, middle of page, second sentence

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

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.27

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

Original Text: N/A

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

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.28

Location: Step 6, after first sentence

Original Text: N/A

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.29

Location: Support for Children's Answers

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

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.3

Location: Column 2, Day 3, Preparation Tips,

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

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

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.30

Location: Exit Ticket, bottom of page, teacher prompt

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

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

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade K***
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.33

Location: bottom of page, Step 5

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

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

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.37

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

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

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

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*
ISBN: 9780358861638

Type: Editorial Change

Current Page Number(s): p.61

Location: Bottom of page, after Step 1

Original Text: N/A

Updated Text: Table with two columns and two rows. Title: "Wax Paper" Columns heads: "Light Passes Through", "Light Does Not Pass Through"

Component: *HMH Into Science Texas Teacher Guide Grade K*
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): p.9

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

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

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

Component: *HMH Into Science Texas Student License Digital Grade K*
ISBN: 9780358859703

Type: Editorial Change

Current Page Number(s): Screen 3

Location: Step 2, second sentence

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

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

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Type: Editorial Change

Current Page Number(s): Screen 3

Location: Step 6, after first sentence

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

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

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Type: Editorial Change

Current Page Number(s): Screen 3

Location: Step 5, bottom of the screen

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

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

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Type: Editorial Change

Current Page Number(s): Screen 6

Location: Exit Ticket, after second sentence

Original Text: N/A

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

Component: ***HMH Into Science Texas Teacher Guide Grade K***
ISBN: 9780358841531

Type: Editorial Change

Current Page Number(s): T6

Location: Light and Materials, Day 2

Original Text: "Observe Light"

Updated Text: "Explore Light"

Component: ***HMH Into Science Texas Teacher License Digital Grade K***
ISBN: 9780358860181

Type: Editorial Change

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

Location: Item 36, prompt

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

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

Component: *HMH Into Science Texas Teacher License Digital Grade K*
ISBN: 9780358860181

Type: Editorial Change

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

Location: Test Title

Original Text: "The Matter"

Updated Text: "Matter"

Component: *HMH Into Science Texas Teacher License Digital Grade K*
ISBN: 9780358860181

Type: Editorial Change

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

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

Original Text: "Which is another way the students can tell each other how the seed grows?" A. "write in their science journals." C."tell their teacher what happened

Updated Text: "Which is another way the class can tell each other about how the seed grows? " A. "plant new seeds" C. "look at the plants and sit quietly."

Feedback and Publisher Responses

Component: *HMH Into Science Texas Student License Digital Grade K*
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.10.A, Day 3, Screen 4

URL:

View Content

Feedback Text: Question should be reworded to corral/lead toward size - use the previous three steps as elliminators and ask what another way they could be sorted.

Publisher Response: HMH will change the item to read “Make a claim about a way to sort rocks with a sieve.”

Component: *HMH Into Science Texas Student License Digital Grade K*
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.11.A, Day 3, Screen 3

URL:

View Content

Feedback Text: The wording should be different in the directions. Which part is the structure> The bridge? That should be stated.

Publisher Response: HMH will add the following to the Teacher Guide, p. 177, column 2, Step 4, after sentence 1: “Support students to discuss each structure, or part, of their solution for fixing the bridge and how that part will function to make the solution work. Have students share why they chose the materials for each part based on how those parts will work.”

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.11.A, Day 4, Screen 2

URL:

View Content

Feedback Text: LOVE the example.Can you fix the word pop-up to be smaller and/or include a definition?

Publisher Response: HMH will change formatting of these one-word pop-ups to be labels rather than full panels so the image and label are visible at the same time.

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.11.A, Day 4, Screen 7

URL:

View Content

Feedback Text: This could be more challenging by creating their own ways to use instead of copying.

Publisher Response: HMH will change paragraph 2, sentence 1 from “Draw pictures of ways natural resources can be used.” to “Think of other ways to use resources. Draw pictures of these examples of using natural resources.”

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.11.A, Day 4, Screen 7

URL:

View Content

Feedback Text: Could the words "from the Earth" (the system) be added?

Publisher Response: HMH will change “Observe how rocks, soil, and water are used.” to “Observe how rocks, soil, and water from the earth are used.”

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.12.A, Day 4, Screen 2

URL:

View Content

Feedback Text: Could you add the term "botanist"?

Publisher Response: HMH will change “plant scientist” to “botanist” and will define botanist as a scientist who studies plants.

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.12.B, Day 2, Screen 7

URL:

View Content

Feedback Text: I really think there needs to be a third picture illustrating need for space.

Publisher Response: HMH will add a new third image of an elephant in a wide-open area. The caption will be “The elephant lives in a wide-open area. It needs a lot of space.”

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.12.B, Day 3, Screen 3

URL:

View Content

Feedback Text: I hate magazine cut-out activities. Teachers don't have the extra time to vet enough magazines for use these days.

Publisher Response: HMH will provide picture cards instead of using animal books for this activity in the digital Student Edition, print Student Edition, and as a downloadable/printable set of picture cards hyperlinked to the online version of the Teacher Guide for this activity.

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.13.B, Day 2, Screen 3

URL:

View Content

Feedback Text: Would really like provided picture cards, rather than having to find vetted magazines.

Publisher Response: HMH will provide picture cards for this activity, as well as all other gr K activities that require picture cards, in the digital Student Edition, print Student Edition, and as a downloadable/printable set of picture cards that will be hyperlinked to the online Teacher Guide for these activities.

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.13.B, Day 2, Screen 3

URL:

View Content

Feedback Text: Where are animal pictures? Where are word wall words? It looks as if the teacher is supposed to make/find these on their own, but teachers have enough on their plate without having to do this. Other publishers have provided.

Publisher Response: This is duplicate feedback from citation #3999856. HMH will provide picture cards for this activity, as well as all other gr K activities that require picture cards, in the digital Student Edition, print Student Edition, and as a downloadable/printable set of picture cards hyperlinked to the online Teacher Guide pages/screens that support each activity.

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.13.B, Day 4, Screen 2

URL:

View Content

Feedback Text: Please add "veterinarian" and I LOVE this!

Publisher Response: HMH thanks the panelists for their comment and will change "animal doctor" to veterinarian" through the Engineering in Careers feature.

Component: ***HMH Into Science Texas Student License Digital Grade K***
ISBN: 9780358859703

Page Number(s): TEKS Lesson K.8.A, Day 3, Screen 5

URL:

View Content

Feedback Text: This could include instructions or examples about how to engage respectfully.

Publisher Response: HMH will add a sentence to support respectful discussion. “Ask your partner a question about their reasoning. Notice where your ideas are the same and different.”

Component: ***HMH Into Science Texas Teacher License Digital Grade K***
ISBN: 9780358860181

Page Number(s): GK skills bank, Item 28

URL:

View Content

Feedback Text: Is this really a "symbol"?

Publisher Response: While any simple image can be a symbol, HMH agrees that this might be confusing, especially to younger children. HMH will change the images to be simple line-drawings that will seem more like symbols.

Component: ***HMH Into Science Texas Teacher License Digital Grade K***
ISBN: 9780358860181

Page Number(s): GK skills bank, Item 32

URL:

View Content

Feedback Text: While the TEKS application is correct, the example is not as good as it could be. Don't ask about a color when the activity/test/quiz is in black and white. Adjust the drawing to meet the answer of one of the other choices.

Publisher Response: HMH will change answer option C. from “different colors” to “different sizes.”

Component: ***HMH Into Science Texas Teacher License Digital Grade K***
ISBN: 9780358860181

Page Number(s): GK skills bank, Item 38

URL:

View Content

Feedback Text: The question is TEKS applicable, but the example is horrible. Are all answers going be correct? Because this drawing/model does not represent ANY of these. The size is not right, the feel is not right, color is not right, the smell is not right. This needs a real life picture in color.

Publisher Response: HMH agrees that the question as written is unclear. However, the TEKS requires children to analyze a model, so a photograph is not suitable. HMH will change the answer options so that the correct answers are more clear. New answer options will be “A. shape of the flower, B. feel of the leaves, C. number of leaves, D. smell of the flower” Correct answers will be B. and D.

Component: *HMH Into Science Texas Teacher License Digital Grade K*
ISBN: 9780358860181

Page Number(s): GK skills bank, Item 41

URL:

View Content

Feedback Text: This is definitely a GT extension type question. It is a little advanced for Kinder.

Publisher Response: HMH will change this item to make the leveling more appropriate. HMH will delete the table with Number of Days and Items. HMH will change the prompt from “How many days of the week will Reese need to use each item to be BEST dressed for the weather? Write the letter of ONE correct answer in each box.” to “Which item will Reese need to use to be READY for the weather 2 days this week?” The correct answer will be A, the umbrella.

Component: *HMH Into Science Texas Teacher License Digital Grade K*
ISBN: 9780358860181

Page Number(s): TEKS K.10.B Quiz, Item 5

URL:

View Content

Feedback Text: This needs to be changed in order to match the specificity of the TEKS. If you add the words "changes between" in between "describes" and "spring", it will fit.

Publisher Response: HMH will change sentence 1 of the prompt to read “Ben found pictures in a book that describes changes between spring and winter.”

Component: *HMH Into Science Texas Teacher License Digital Grade K*
ISBN: 9780358860181

Page Number(s): TEKS K.13.A Quiz, Item 6

URL:

View Content

Feedback Text: Asking Kindergarten students to compare three different graphs to choose the right answer is a little advanced.

Publisher Response: HMH will delete answer choice “C” so there are only 2 data tables to compare. With that said, kindergarten students, especially towards the end of the year, are capable of counting the leaves on the two plants and then identifying whether one table or the other matches what they counted, rather than having to select from three tables.

Component: *HMH Into Science Texas Teacher License Digital Grade K*
ISBN: 9780358860181

Page Number(s): TEKS K.8. Test, Item 1

URL:

View Content

Feedback Text: I'm worried about this question since the Kinder TEKS will only have addressed light energy phenomena at this point. Heat and Sound energy phenomena will not be addressed until 1st and 2nd.

Publisher Response: HMH will change this item from “Which form of energy affects how colors appear? A. heat, B. light, C. sound” to “What is light? A. energy from temperature, B. energy that lets us see, C. energy that lets us hear”

Component: *HMH Into Science Texas Teacher License Digital Grade K*
ISBN: 9780358860181

Page Number(s): TEKS K.8.A Quiz, Item 3

URL:

View Content

Feedback Text: Again, the multiple box recording is tough for kinders at the first of the year.

Publisher Response: HMH will change this item to read “Roberto sits at his desk to read in a dark room. Compare the objects Roberto could use to read at his desk. Which object would give Roberto the LEAST light?” The answer choices will be the images, and the correct response will be answer choice B, the image of the candle. HMH will remove the sentence “Write the letter of ONE correct answer in each box.” HMH will remove the Least light/More light/Most light table.

Component: *HMH Into Science Texas Teacher License Digital Grade K*
ISBN: 9780358860181

Page Number(s): TEKS K.9.A. Quiz, Item 2 and new Item 7

Feedback Text: Item 7 - The question is really good. Can you take out the phase names and put first, then, next, and finally instead? This puts it more aligned with the Kinder expectations and aligns with their RLA requirements, as well. See A Framework for K-12 Science Education, page 174 for grade band endpoints.

Publisher Response: HMH intends to make the change, but with a slight difference from what is suggested by the panelists. If we were to follow what they said, ANY view could be considered the "first" view, because the phases of the moon are cyclical. Instead, we intend to put the "new moon" image in the leftmost box, which we will label as "First." Then, we will label the other boxes as "Then," "Next," and "Last."

Publisher: Houghton Mifflin Harcourt

Science, Grade 1

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

Editorial Changes

Component: *HMH Into Science Texas Teacher License Digital Grade 1*
ISBN: 9780358860198

Type: Editorial Change

Current Page Number(s): Assessment Guide Answer Key, Grade 1 Skills Bank tab

Location: Skills and Themes Bank, question 48, Question # column

Original Text: "48"

Updated Text: "47"

Component: *HMH Into Science Texas Teacher License Digital Grade 1*
ISBN: 9780358860198

Type: Editorial Change

Current Page Number(s): Assessment Guide Answer Key, Grade 1 Skills Bank tab

Location: Skills and Themes Bank, question 46, Question # column

Original Text: "46"

Updated Text: "48"

Component: *HMH Into Science Texas Teacher License Digital Grade 1*
ISBN: 9780358860198

Type: Editorial Change

Current Page Number(s): Assessment Guide Answer Key, Grade 1 Skills Bank tab

Location: Skills and Themes Bank, question 47, Question # column

Original Text: "47"

Updated Text: "46"

Component: *HMH Into Science Texas Teacher License Digital Grade 1*
ISBN: 9780358860198

Type: Editorial Change

Current Page Number(s): Assessment Guide Answer Key, TEKS 1.13 tab

Location: TEKS Quiz, Animal Life Cycles (TEKS 1.13.B) Quiz,Question 6, Reteaching Support column

Original Text: N/A

Updated Text: "If students miss this item, they may need review of what animals look like during different stages of its life cycle. Show students real world examples of dogs and cats in their life cycles. Have students write down observations."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 106

Location: Column 2, paragraph 3, Support for Children's Answers, sentence 2-4

Original Text: "How does the lemonade change? Answer: First the liquid lemonade freezes and becomes a solid. Then it thaws or melts and becomes a liquid again."

Updated Text: "How does the lemonade change? Label the picture to show how it changes. Answer: 1st label: freeze, 2nd label: thaw"

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 115

Location: Column 1, Patterns of Seasons, Learning Objective

Original Text: "Children will be able to predict the order of the seasons in the year and describe changes in nature that happen as the seasons change."

Updated Text: "Children will be able to describe and predict the order of the seasons in the year."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 115

Location: Column 2, Patterns of Daylight, Learning Objective

Original Text: "Children will be able to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature."

Updated Text: "Children will be able to describe and predict the patterns of seasons of the year such changes in nature."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 117

Location: Column 1, Connection to Community, Seasonal Community Calendar, sentence 1

Original Text: "families"

Updated Text: "parents or guardians"

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 120

Location: Column 1, Learning Objective

Original Text: "Children will be able to predict the order of the seasons in the year and describe changes in nature that happen as the seasons change."

Updated Text: "Children will be able to describe and predict the order of the seasons in the year."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 123

Location: Column 1, Model and Explain, sentence 3

Original Text: "Model noticing that spring is already placed in the second row."

Updated Text: "Use the first entry for spring to model how to complete the exit ticket and to explain your thinking."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 124

Location: Column 1, Learning Objective

Original Text: "Children will be able to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature."

Updated Text: "Children will be able to describe and predict the patterns of seasons of the year such as changes in nature."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 128

Location: Column 1, Key Learning Activity, Check Children's Understanding, paragraph 2, sentence 2

Original Text: "Patterns Science Themes Graphic Organizer"

Updated Text: "Stability and Change Science Themes Organizer"

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 128

Location: Column 1, Ed Online Box, item 3

Original Text: "Patterns Science Themes Graphic Organizer"

Updated Text: "Stability and Change Science Themes Organizer"

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 129

Location: Column 2, Model and Explain Strategies, sentence 2

Original Text: "Patterns Science Themes Graphic Organizer"

Updated Text: "Stability and Change Science Themes Organizer"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358861645

Type: Editorial Change

Current Page Number(s): p. 134

Location: Stop, sentence 2

Original Text: "You've finished Day 3."

Updated Text: "You've finished Day 2."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358861645

Type: Editorial Change

Current Page Number(s): p. 134

Location: Column 1, all images

Original Text: From top to bottom, images are park in spring, park in fall, park in winter, park in summer

Updated Text: From top to bottom, images are park in spring, park in summer, park in fall, park in winter

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*
ISBN: 9780358861645

Type: Editorial Change

Current Page Number(s): p. 143

Location: Paragraph 3

Original Text: "An ocean is a huge body of salty water. The water may look clear, blue-green, or cloudy and blue."

Updated Text: "Many trees lose their leaves in winter. Some animals grow thick fur to stay warm. Some have turned white to hide. Other animals sleep in winter."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 145

Location: Column 2, Step 4

Original Text: "Children should write their question on a separate piece of paper or discuss them as partners."

Updated Text: "After children record their questions, they can discuss them with a partner."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 179

Location: Column 2, Steps 2 and 3

Original Text: "....bodies of water and comparisons of different features for the same pairs of bodies of water."

Updated Text: ".....bodies of water."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 179

Location: Column 2, Step 4, sentence 3

Original Text: "Encourage children to see their classmate's personal experience as sources of scientific data."

Updated Text: "Encourage children to listen to their classmate's personal experiences."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 189

Location: Column 2, Day 4, Preparation Tips

Original Text: "On at least some of those days, the weather will need to be raining, sleeting, or snowing."

Updated Text: "The activity will work best if precipitation is present on some of the days."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 198

Location: Column 2, Preparation Tips, sentence 2

Original Text: "On the last day they also complete Steps 4 and 5."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 213

Location: Column 1, Connection to Community, Water Usage

Original Text: "Water Usage: Have children work with a parent or guardian to list ways in which the family uses water at home. Encourage children to share their lists with the class."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 217

Location: Column 1, Step 1, sentence 3

Original Text: "list all the things they and their families do to use water."

Updated Text: "list all the things they do to use water."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 220

Location: Column 2, Preparation Tips, sentence 2

Original Text: N/A

Updated Text: "Pottery clay is very similar to clay soil." after first sentence in paragraph.

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 221

Location: Column 1, Steps 4–5, paragraph 2, sentence 3

Original Text: N/A

Updated Text: "Inform children that clay is common in many soils. So, students can think about the clay when describing how they used soil." at end of paragraph after "... how they used the rocks and soil."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 222

Location: Column 1, Support for Children's Answers, Claims, Evidence, and Reasoning, sentence 2

Original Text: "Tell a partner. Listen to each other's evidence. Talk about how the evidence supports the claim. Tell your reasoning."

Updated Text: "Talk with a partner about your reasoning."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 225

Location: Column 2, Steps 5–6, paragraph 1

Original Text: "the seeds grow down"

Updated Text: "the roots grow down"

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 225

Location: Column 2, Support for Children's Answers, paragraph 5

Original Text: "Explain how you used rocks and soil."

Updated Text: "How did you use patterns to identify how plants use water?"

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 226

Location: Column 1, Support for Children's Answers, Claims, Evidence, and Reasoning, sentence 2

Original Text: "Tell a partner. Listen to each other's evidence. Talk about how the evidence supports the claim. Tell your reasoning."

Updated Text: "Talk with a partner about your reasoning."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 237

Location: Column 1, Do the Math, sentence 1

Original Text: "which child used more water for teeth brushing."

Updated Text: "how much water each child used for teeth brushing."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 237

Location: Column 1, Connection to Community, sentence 1

Original Text: "Conserving Water at Home: Have children share with a parent ... by considering tasks such as washing clothes or dishes."

Updated Text: "Community Center Water Conservation: As a class, write a letter or email to a local community center. Lead a class discussion to have children share what they have learned about conserving water, and use their ideas for the letter. Have children ask questions for the community center leaders what they do to conserve water in their building."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 237

Location: Column 2, Formative Assessment: TEKS Quiz

Original Text: "Living Things Use Earth Materials"

Updated Text: "Conserve Water"

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 238

Location: Column 1, Elicit Children's Thinking, sentence 1

Original Text: "Elicit Children’s Thinking by asking children to explain why water is an important natural resource. If children struggle, present scenarios that use water, such as washing clothes or cooking pasta, and ask what children might do if they did not have water."

Updated Text: "Elicit Children’s Thinking by asking children about why water is such an important natural resource by leading a class discussion about how students use water each day and see water used. If children struggle, present scenarios that use water, such as washing clothes or cooking pasta."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 241

Location: Column 2, Support for Children's Answers, sentence 1

Original Text: "Support for Children's Answers Describe ways to conserve the water that is being wasted."

Updated Text: "Ask children to describe ways to conserve the water that is being wasted."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 242

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

Original Text: "Make a claim about how people can use less water."

Updated Text: "Make a claim about how water can be conserved."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 242

Location: Column 1, Support for Children's Answers

Original Text: "Support for Children's Answers People and animals need water ... take short showers by setting a timer."

Updated Text: "Support for Children's Answers People and animals need water ... take short showers by setting a timer."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 243

Location: Column 1, Check Children's Understanding, sentence 3

Original Text: "the woman is attempting to fix the pipes"

Updated Text: "the woman is fixing the pipes"

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 245

Location: Column 2, Children as Scientists, sentence 1

Original Text: "scientists often have to test several designs"

Updated Text: "scientists often have to test and improve designs several times"

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 246

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

Original Text: "Make a claim about how and why you can protect water. What is your evidence? Tell a partner. Listen to each other’s evidence. Talk about how the evidence supports the claim."

Updated Text: "Make a claim about how you can protect water. What is your evidence? Talk with a partner about the design of your tool as evidence for your claim."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 1, Performance Indicators, item 3

Original Text: "identify and describe how humans use rocks and soil"

Updated Text: "design a solution to the problem of trash in water"

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 2, Support for Children's Answers, sentence 7

Original Text: "I can help clean up a body of water or a beach."

Updated Text: "I pick up trash that I see by the river."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 247

Location: Column 1, Support for Children's Answers

Original Text: "A. People drink it; C. Animals live in it."

Updated Text: "A. child drinking water; C. animal underwater"

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 249

Location: Column 1, Elicit Children's Thinking, sentence 3-5

Original Text: "Children should have grown in their depth of knowledge about water conservation. What does it mean to conserve water? Why should we conserve water? Why should we work to help keep water clean?"

Updated Text: "Children should have grown in their depth of knowledge about water conservation. If students need extra support, ask questions to elicit children's thinking and prepare them to answer the guiding question. What does it mean to conserve water? Why should we conserve water? Why should we work to help keep water clean?"

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 249

Location: Column 1, Answer the Guiding Question, Sample Answer

Original Text: "Sample answer: It is important to conserve water because people, animals, and plants need water to live. We should use water wisely and not waste it. We should keep water clean for animals who live in it and for people and animals that drink it."

Updated Text: "Sample answer: Living things need water every day. They need it to drink. Animals that live in water need clean water."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358861645

Type: Editorial Change

Current Page Number(s): p. 251

Location: Step 2, sentence 1

Original Text: "Give Seed A 1/2 inch of water every day."

Updated Text: "Water Seed A every day."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 254

Location: Column 2, Language Objective

Original Text: "Orally describe and compare the properties of different types of matter through science investigation with peer collaboration. Write about these properties. ELSP: 3H, 4C"

Updated Text: "To support students in the acquisition and use of scientific language, including vocabulary."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 256

Location: Column 1, Activate Prior Knowledge, sentence 1

Original Text: "...click the hot spots to review what plants and animals need..."

Updated Text: "...click the images to review what plants and animals need..."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 266

Location: Column 2, Read, Write, Share, After paragraph 1

Original Text: N/A

Updated Text: "Sample answer: The problem is wildfires and droughts have made the toads lose their habitats. A solution could be to make safe habitats for them."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 271

Location: Column 1, Day 2, Preparation Tips, Sentence 4

Original Text: N/A

Updated Text: "Children should not cut the bottles."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 271

Location: Column 2, Day 5, Preparation Tips, sentence 3

Original Text: N/A

Updated Text: "Fish can live multiple years in an aquarium with proper care. Please consider whether you can commit to maintaining the aquarium before beginning this activity. As an alternative, many larger aquarium facilities offer live stream videos of their aquariums online. You can find one of these online so children can conduct their observations. If you do use fish, wait 24 hours after adding water to the aquarium before adding fish."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 275

Location: Column 1, Support for Children's Answers

Original Text: "Support for Children's Answers GUIDING QUESTION: How do living things depend on living and nonliving things in an environment? Sample answer: A tree provides a home for a bird. Worms live in the dirt."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 276

Location: Column 2, Preparation Tips, paragraph 1, sentence 3.

Original Text: N/A

Updated Text: "Children should not cut the bottles."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*
ISBN: 9780358861645

Type: Editorial Change

Current Page Number(s): p. 280

Location: Exit Ticket, sentence 3-4

Original Text: "People and animals need clean water to drink. Animals that live in water need clean water."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 284

Location: Column 2, Preparation Tips, sentence 3

Original Text: N/A

Updated Text: "Fish can live multiple years in an aquarium with proper care. Please consider whether you can commit to maintaining the aquarium before beginning this activity. As an alternative, many larger aquarium facilities offer live stream videos of their aquariums online. You can find one of these online so children can conduct their observations. If you do use fish, wait 24 hours after adding water to the aquarium before adding fish."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 293

Location: Column 1, Day 2, Preparation Tips

Original Text: "The school librarian and other primary grade teachers can help identify books that will be useful for children to use for this activity"

Updated Text: "Gather a variety of books about food chains and animal interactions that children can reference for this activity."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 314

Location: Column 1, Sense-Making

Original Text: "Children will understand that animals have body parts that are designed to help them move...."

Updated Text: "Children will understand that animals have body parts to help them move...."

Component: *HMH Into Science Texas Teacher Guide Grade 1*
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 315

Location: Column 1, Do The Math, sentence 2 MOVE TO Column 1, Do the Math, Support for Children's Answers, sentence 2

Original Text: "Children can count the teeth in a partner's mouth or find the information using an online resource."

Updated Text: "Provide children with resources for research such as books or approved websites."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 320

Location: Column 1, Sense-Making,

Original Text: "Children will understand that each animal has body parts that are specially designed to help it eat, find food, stay safe, and move within its environment."

Updated Text: "Children will understand that each animal has body parts to help it eat, find food, stay safe, and move within its environment."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, Check Children's Understanding, sentence 1

Original Text: "by having children read about a duck's life cycle. Ask children to tell if a bird and a duck belong to the same family and how they know. ...."

Updated Text: "by reading about the life cycle of a duck. Encourage them to name other birds that hatch from eggs and get bigger as they grow."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, Support for Children's Answers, Sample Answer, sentence 3

Original Text: ".....A duck's feathers change colors as it gets older. A bird's feathers do not change color."

Updated Text: "...The adult duck has webbed feet. My model of an adult bird has sharp talons."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 362

Location: Column 1, Learning Objective

Original Text: "Children will understand that young animals have the same body parts and body coverings as their parents...."

Updated Text: "Children will understand that most young animals have the same body parts and body coverings as their parents...."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): P. 50

Location: Column 2, Preparation Tips, paragraph 3, after last sentence

Original Text: N/A

Updated Text: "To clean the beaker and remove the melted crayon, freeze the beaker. Use a wooden craft stick to lift the wax out of the beaker. For easier clean up, grease the beaker before beginning the activity."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358861645

Type: Editorial Change

Current Page Number(s): p. 73

Location: Column 2, image 3

Original Text: Image of child running does not include a ball

Updated Text: Image re-cropped to include ball

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358861645

Type: Editorial Change

Current Page Number(s): p. 73

Location: Column 1, image 2

Original Text: Image of child running does not include a ball

Updated Text: Image re-cropped to include ball

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 83

Location: Column 1, Step 2, paragraph 2, sentences 1–2

Original Text: "...Change Science Themes Organizer to draw and label the parts of their house. Children can describe how it relates to their solution."

Updated Text: "...Change Science Themes Organizer to show and describe how their model will change the temperature inside the box. Children can also use it to share their solution."

Component: ***HMH Into Science Texas Teacher Guide Grade 1***
ISBN: 9780358841548

Type: Editorial Change

Current Page Number(s): p. 91

Location: Column 2, Exit Ticket/Formative Assessment, sentence 2.

Original Text: "Remind them that heat is not just used to warm our homes and bodies."

Updated Text: "Remind them that heat is not just used to warm our homes."

Component: *HMH Into Science Texas Teacher License Digital Grade 1*
ISBN: 9780358860198

Type: Editorial Change

Current Page Number(s): TEKS 1.1-1.5 Skills & Themes Bank

Location: Item 42, prompt, last sentence

Original Text: N/A

Updated Text: "Where is the BEST place for Cammi to tell Elliot her plan?"

Component: *HMH Into Science Texas Teacher License Digital Grade 1*
ISBN: 9780358860198

Type: Editorial Change

Current Page Number(s): TEKS 1.1-1.5 Skills & Themes Bank

Location: Item 47, answer choices

Original Text: A. "eyes on speaker" D. "write notes about the life cycle in science journal."

Updated Text: A. "keeping eyes on speaker." D. "writing notes about the life cycle in science journal".

Component: *HMH Into Science Texas Student License Digital Grade 1*
ISBN: 9780358859710

Type: Editorial Change

Current Page Number(s): TEKS Lesson 1.11.A, Day 4, Screen 3

Location: Step 2, sentence 1

Original Text: "Give Seed A 1/2 inch of water every day."

Updated Text: "Water Seed A every day."

Feedback and Publisher Responses

Component: *HMH Into Science Texas Student License Digital Grade 1*
ISBN: 9780358859710

Page Number(s): TEKS Lesson 1.13.C, Day 4, Screen 3

URL:

View Content

Feedback Text: Need to change wording in the problem to the following examples below.Two parent chickens have three young chicks. Two parent dogs have three young pups.

Publisher Response: HMH will change the item to: “Two parent chickens have three young chicks. Two parent dogs have three young pups. Compare the number of legs each animal family has. How many more legs does one animal family have than the other?”

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***
ISBN: 9780358860198

Page Number(s): TEKS 1.10.A Quiz, Item 1

URL:

View Content

Feedback Text: The questions is good but any of the answer choices will work depending on the state of the clay. Perhaps the question needs a visual to support answer choices

Publisher Response: HMH will change the item to: 1. Logan uses a hand lens to observe and compare the shapes of different soils. What description should she write down for the shape of these bits of sand? [Insert line art of particles of sand]A. flat B. round C. square

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***
ISBN: 9780358860198

Page Number(s): TEKS 1.10.D Quiz, Item 7

URL:

View Content

Feedback Text: The SE Breakout calls for describe and the answer choices need to be description not quantity of days observed. Take the rain drop symbols out and add answer choices that have descriptions of weather such as;A. There are fewer rainy days than clear days shownB. There are equal amount of raining and sunny days

Publisher Response: HMH will change the item to remove the raindrop symbols and provide these answer choices: A. There are fewer rainy days than sunny days. B. There are equal amounts of rainy and sunny days. C. There are more rainy days than sunny days.

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***
ISBN: 9780358860198

Page Number(s): TEKS 1.11.A Quiz, Item 7

URL:

View Content

Feedback Text: The pictures need to have descriptions included with the pictures to allow for describing to happen or make it an open-ended question where students describe in words what is happening in the pictures.

Publisher Response: HMH will change the item as follows:"The pictures and words show and describe how plants use soil, water, and rocks. Write the letter of each example in the correct box."[Table with two rows and three columns; top row labeled "Soil," Water," and "Rocks."]Picture A includes description "A. Plants are growing among stones."Picture B includes description "B. A plant is growing in the ground."Picture C includes description "C. A plant is growing in a pot."Picture D includes description "D. A lawn sprinkler is operating."

Component: ***HMH Into Science Texas Teacher License Digital Grade 1***
ISBN: 9780358860198

Page Number(s): TEKS 1.13.C Quiz, Item 4

URL:

View Content

Feedback Text: Change wording to say "one young zebras" and "one young bird".

Publisher Response: HMH will change the item to: “Sam compared two animal families. The zebra parents had one young zebra. The bird parents had one young bird. Match the number of legs each animal family had. Then compare which animal family had the most legs.”

Component: *HMH Into Science Texas Teacher License Digital Grade 1*
ISBN: 9780358860198

Page Number(s): TEKS 1.6. Test, Item 2

URL:

View Content

Feedback Text: Change the word should to will and make the answer choice agree with verb usage.

Publisher Response: HMH will change the item to: “Jaren wants to make ice. Predict what he will do to change water into ice. A. He will put the water in the freezer. B. He will boil the water in a pan on the stove. C. He will melt the water outside in the sunlight.”

Publisher: Houghton Mifflin Harcourt

Science, Grade 2

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

Editorial Changes

Component: *HMH Into Science Texas Teacher License Digital Grade 2*
ISBN: 9780358860204

Type: Editorial Change

Current Page Number(s): Assessment Guide Answer Key, TEKS 2.12 tab

Location: Living Things and Environments (TEKS 2.12) Test, Question 1, multiple choice key

Original Text: N/A

Updated Text: "C"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p. 132

Location: top image

Original Text: image of water with ripples

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

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p. 145

Location: top image

Original Text: image of water with ripples

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

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p. 226

Location: Step 3

Original Text: "Step 3"

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

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p. 44

Location: Paragraph 2, Sentence 1

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

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

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p. 9

Location: Column 2, paragraph 2

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

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.100

Location: Column 2, Sense-Making

Original Text: "Children will be able to demonstrate how pushes and pulls can change the motion of an object and identify whether or not an object is magnetic."

Updated Text: "Children will understand that the motion of an object can be controlled by the amount of force used on the object."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.101

Location: Column 2, Do The Math, after last sentence

Original Text: N/A

Updated Text: "strong push > weak push

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.12

Location: Column 1, Preparation Tips

Original Text: "Children might have difficulty making relative temperature comparisons unless you keep the marbles or objects like metal spoons in a school refrigerator or a cooler until the activity."

Updated Text: "Prepare several types of each ball, including marbles, per partnership or group. Children might have difficulty making relative temperature comparisons unless you keep the marbles in a school refrigerator or a cooler until the activity."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.13

Location: Table at top of page, row 4

Original Text: "Ball 4" Last row in table

Updated Text: N/A Delete entire last row

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.145

Location: Column 1, Support for Children's Answers, Guiding Question

Original Text: "Support for Children's Answers Guiding Question: How do we use sound to communicate? Sample answer: We use our voices to speak to one another. We use sound to show our feelings when we laugh and cry. We use sound to send signals. We use sound when we talk on a telephone."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.17

Location: Column 2, Step 2, before first sentence

Original Text: N/A

Updated Text: "Encourage children to pour a small amount of water from the pitcher to a cup. Assist children with this step as needed."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.171

Location: Column 1, Step 4, sentence 2

Original Text: "Have children observe the moon and Earth in the dark and draw their observations."

Updated Text: "Have children observe the moon and Earth and draw their observations."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.18

Location: Step 2, new first bullet

Original Text: N/A

Updated Text: "Pour a small amount of water from the pitcher to a cup."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.187

Location: Column 1, Steps 1-2, sentence 1

Original Text: "Remind children to avoid looking directly at the sun when they use only their eyes to observe objects in the sky in Step 1."

Updated Text: "Remind children to avoid looking directly at the sun."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.187

Location: Column 1, Steps 1-2, after last sentence

Original Text: "Remind children to avoid looking directly at the sun when they use their eyes to observe objects in the sky."

Updated Text: "Encourage children to record their observations in Step 1 before using a tool such as binoculars."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.195

Location: Column 1, Day 2, Preparation Tips, after last sentence

Original Text: N/A

Updated Text: "Alternatively, you can use a plastic pan with a hole on one end for the stream table. Place one end of a piece of tubing through the hole in the plastic pan, and seal with clay. Put the other end of the tubing in a bowl to collect water that drains out."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.197

Location: Column 1, Read, Write, Share, Day 2, sentence 2

Original Text: "They discuss why the measurements are not exactly the same and how they could solve the problem of having different measurements."

Updated Text: "They discuss why the measurements are not exactly the same and explain why they have different measurements."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.200

Location: Column 2, Preparation Tips, after last sentence

Original Text: N/A

Updated Text: "Alternatively, you can use a plastic pan with a hole on one end for the stream table. Place one end of a piece of tubing through the hole in the plastic pan, and seal with clay. Put the other end of the tubing in a bowl to collect water that drains out."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.201

Location: Column 1, Step 4, sentence 1

Original Text: "You may want to have children create a simple chart since they will be taking and recording measurements several times throughout the activity in various locations."

Updated Text: "Explain children will be taking and recording measurements several times throughout the activity in various locations."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.201

Location: Column 2, Read, Write, Share, sentence 2

Original Text: "They discuss why the measurements are not exactly the same and how they could solve the problem of having different measurements."

Updated Text: "They discuss why the measurements are not exactly the same and explain why they have different measurements."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.201

Location: Column 1, Step 4, sentence 1

Original Text: "You may want to have children create a simple chart since they will be taking and recording measurements several times throughout the activity in various locations."

Updated Text: "Explain children will be taking and recording measurements several times throughout the activity in the same three locations."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.203

Location: Column 1, Steps 1-2, sentence 1

Original Text: "Have children add the new set of measurements to their chart. If children are drawing pictures to record their observations, you may wish to have them add labels so they know which step in the activity each picture represents."

Updated Text: "Have children put on safety goggles. Children should gently use the straw to blow on each spot. Remind children to take their measurements in the same spots as Day 1. Have children add the new measurements to their chart."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.203

Location: Column 1, Steps 3-4, sentence 2

Original Text: "You may wish to have children record how the soil, sand, and gravel changed and what caused them to change. Children can use the Cause and Effect Science Themes Organizer to identify the cause and effects."

Updated Text: "Have children record their measurements. You may wish to have children record how the soil, sand, and gravel changed using the Cause and Effect Science Themes Organizer."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.205

Location: Column 1, Steps 3-4, before sentence 1

Original Text: "Once children record their measurements, have them review their data and share what they notice about the changes in depth..."

Updated Text: "Remind children to measure in the same spots as Day 3. Once children record their measurements, have them review their data and share what they notice about the changes in depth..."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.246

Location: Read, Write, Share, sentence 2

Original Text: "Discuss why the measurements are not exactly the same and how you could solve the problem of having different measurements. Write your ideas below."

Updated Text: "Discuss why the measurements are not exactly the same. Write your ideas below."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.249

Location: Step 1, sentence 1

Original Text: "Find the spots where you measured on Day 2. Do a test. Use..."

Updated Text: "Wearing your safety goggles, find the spots where you measured on Day 2. Do a test. Use..."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.25

Location: Planning for Hands on Activities, Column 1, Day 3, Preparation Tips, first paragraph

Original Text: "Set up the materials in 50-, 100-, or 250-mililiter beakers in advance. Freeze 5 or 10 mililiters of vegetable oil in plastic beakers or use ice cubes as a substitute, noting that it takes longer for ice to melt than frozen oil."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.260

Location: Lesson Objective, middle of page

Original Text: "Children will be able to design a recycle and reuse area."

Updated Text: "Children will be able to describe how human impact can be limited by making choices to reduce, reuse, recycle, or properly dispose of different materials."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.261

Location: Planning for Hands-on Activities, Column 1, Day 2, Preparation Tips

Original Text: "Prepare a selection of craft materials for children to choose from, such as foam boards, yarn, fabric, chenille sticks, and craft sticks. Children may also select what they find useful in the classroom. Have children use gloves if they are sorting through trash."

Updated Text: "It may be useful to "prepare" a classroom trash bin with materials that you would find in a lunchroom trash bin instead of observing a lunchroom trash bin. Wearing gloves, you can model sorting each item into three groups: recycle, reuse, throw away. Additionally, prepare a selection of craft materials for children to use in their solution."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.266

Location: Column 2, Preparation Tips

Original Text: "Prepare a selection of craft materials for children to choose from, such as foam boards, yarn, fabric, chenille sticks, and craft sticks. Children may also select what they find useful in the classroom. Have children use gloves if they are sorting through trash."

Updated Text: "It may be useful to "prepare" a classroom trashcan with materials that you would find in a lunchroom trash bin instead of observing a lunchroom trash bin. Wearing gloves, you can model sorting each item into three groups: recycle, reuse, throw away. Additionally, prepare a selection of craft materials for children to use in their solution."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.266

Location: Column 2, Safety, bottom of page

Original Text: "Review the proper handling of scissors with children. Have them discuss other safety practices they follow while using classroom materials."

Updated Text: "Have children wear gloves if they are sorting trash."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.266

Location: Column 1, Learning Objective, sentence 1

Original Text: "Children will be able to design, model, and build a solution to the trash problem of a recycle and reuse area for lunchroom trash."

Updated Text: "Children will be able to design, model, and build a solution to the problem of reducing lunch room trash."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.267

Location: Column 1, Step 1

Original Text: "Children may wish to make a list of the types of trash commonly found in the lunchroom and then sort them into three groups: recycle, reuse, throw away. If possible, provide clean samples for children to use."

Updated Text: "Have children observe the lunchroom trash after lunch has taken place. As children discuss their observations, it may be helpful to list items they see in three groups: recycle, reuse, throw away. If possible, provide clean samples for children to observe."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.267

Location: Column 2, Provide Feedback, sentence 1

Original Text: "Provide feedback by having children discuss what they learned while planning and building their recycle and reuse area."

Updated Text: "Provide feedback by having children discuss what they learned while planning and building their solution."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.268

Location: Column 2, Learning Objective

Original Text: "Children will be able to test, improve, and redesign a solution to the problem of a recycle and reuse area for lunchroom trash."

Updated Text: "Children will be able to test, improve, and redesign a solution to the problem of too much lunchroom trash."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.276

Location: Lesson Objective

Original Text: "Children will be able to model rainfall in desert and rainforest environments and use the models to describe how the amount of rainfall supports the number of plants and animals that can live in an environment."

Updated Text: "Children will be able to describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.277

Location: Learning Objective

Original Text: "Children will be able to describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem."

Updated Text: "Children will be able to model rainfall in desert and rainforest environments and use the models to describe how the amount of rainfall supports the number of plants and animals that can live in an environment."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.279

Location: Read, Write, Share

Original Text: "Children read more about how to predict the weather and write about how better weather predictions can help people."

Updated Text: "Collect books or approve online resources for children to read more about how to predict the weather and write about how better weather predictions can help people."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.282

Location: Learning Objective

Original Text: "Children will be able to describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem."

Updated Text: "Children will be able to model rainfall in desert and rainforest environments and use the models to describe how the amount of rainfall supports the number of plants and animals that can live in an environment."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.283

Location: Steps 3-4

Original Text: "Have children discuss why they are adding more water to the second bowl. Have them describe how a rainforest environment is different than a desert."

Updated Text: "Have children discuss why they are adding more water to the second bowl. Have them describe how a rainforest environment is different than a desert. Remind children to alternate colors of sponge as they put them in the bowl one at a time."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.286

Location: Read, Write, Share

Original Text: "Children read more about how to predict the weather and write about how better weather predictions can help people."

Updated Text: "Collect books or approve online resources for children to read more about how to predict the weather and write about how better weather predictions can help people."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.290

Location: Lesson Objective

Original Text: "Children will be able to make a model of a food chain and describe the path energy takes in the food chain."

Updated Text: "Children will be able to create and describe food chains to describe how animals depend on other living things."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.291

Location: Column 1, Planning for Hands-On Activities, Day 2, Preparation Tips

Original Text: "Aside from the listed materials, you can also provide children with cardboard or posterboard and tape or glue so they can mount their food chains on a poster."

Updated Text: "Approve online resources that children will use to investigate food chains. Alternatively, if using books and magazines, collect resources in advance. You may wish to provide posterboard, tape, or glue so children can present their food chain."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.296

Location: Column 2, Preparation Tips

Original Text: "Aside from the listed materials, you can also provide children with cardboard or posterboard and tape or glue so they can mount their food chains on a poster."

Updated Text: "Approve online resources that children will use to investigate food chains. Alternatively, if using books and magazines, collect resources in advance. You may wish to provide posterboard, tape, or glue so children can present their food chain."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.297

Location: Elicit Children's Thinking

Original Text: "Have children complete the Structure and Function Science Theme Organizer to the roles and dependencies of producers and consumers in a food chain."

Updated Text: "You may want children to complete the Structure and Function Science Themes Organizer to help them understand the roles and dependencies of producers and consumers in a food chain."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.3

Location: Column 1, Day 3, Preparation Tips, first sentence

Original Text: "Children might have difficulty making relative temperature comparisons unless you keep the marbles or objects like metal spoons in a school refrigerator or cooler until the activity."

Updated Text: "Prepare several types of each ball, including marbles, per partnership or group. Children might have difficulty making relative temperature comparisons unless you keep the marbles in a school refrigerator or cooler until the activity."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.304

Location: Lesson Objective

Original Text: "Children will be able to model how plants depend on animals for pollination and depend on living things, wind, or water to move their seeds."

Updated Text: "Children will be able to explain and model how plants depend on animals, wind, and water for pollination or to move their seeds around."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.305

Location: Column 2, Planning for Hands-On Activities, Day 3, Preparation Tips

Original Text: "The activity involves moving a model of a seed, so classroom materials that model wind (including making a parachute), water, and ways to attach will be useful. Those materials can include water, bowls, pans, feathers, string, fabric, pieces of wood or cardboard, and straws."

Updated Text: "Children should recall the ways some plants depend on animals, wind and water to move pollen. In today's investigation, children will make a plan to show how a model seed might move. You may want to provide water,

as well as materials that can represent wind or animals such as hook and loop fasteners, tape, balloons, straws, bowls, fabric, and other craft items."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.306

Location: Content Objective, middle of page

Original Text: "Model how plants depend on animals for pollination and depend on living things, wind, or water to move their seeds. TEKS 2.12.C"

Updated Text: "Explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around. 2.12.C"

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.31

Location: Column 1, Steps 2-3

Original Text: "Some children may need support with the folding and cutting instructions. Model the process. To fold the triangle into thirds, hold the paper so it resembles a pyramid. Fold over the left bottom and right bottom corners to form an arrowhead. Cut off the bottom points to make a new triangle."

Updated Text: "Some children may need support with the folding and cutting instructions. Model the process. Start with a square piece of paper. Fold the top left corner to the bottom right corner, creating a triangle. Next, fold the top corner of the triangle to the bottom left corner, creating a smaller triangle."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.310

Location: Column 2, Sense Making

Original Text: "Children will understand that some plants depend on other living things, wind, or water for pollination and to move their seeds around."

Updated Text: "Children will understand that pollen and seeds can be moved by animals."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.311

Location: Column 2, Elicit Children's Thinking

Original Text: "about safe practices to follow during science investigations. Have children discuss the safe practices that were important for them to follow while investigating moving pollen."

Updated Text: "by asking how the cotton ball in their model is similar to the bee they saw at the beginning of the activity."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.311

Location: Column 1, Steps 2-4, before sentence 1

Original Text: "Children can record their observations as notes and/ or drawings on the activity worksheet or a separate piece of paper."

Updated Text: "If children don't initially observe the "pollen" moving, have them repeat Step 3. As children record and discuss observations, encourage them to identify how the parts of their model represent the process of animals moving pollen."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.314

Location: Column 2, Preparation Tips

Original Text: "The activity involves moving a model of a seed, so classroom materials that model wind (including making a parachute), water, and ways to attach will be useful. Those materials can include water, bowls, pans, feathers, string, fabric, pieces of wood or cardboard, and straws."

Updated Text: "Children should recall the ways some plants depend on animals, wind and water to move pollen. In today's investigation, children will make a plan to show how a model seed might move. You may want to provide water, as well as materials that can represent wind or animals such as hook and loop fasteners, tape, balloons, straws, bowls, fabric, and other craft items."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.315

Location: Column 1, Steps 2-3

Original Text: "Children can record any steps or ideas for their plans to investigate and observations they want to record on a separate piece of paper or in a notebook."

Updated Text: "To help them plan their investigation, encourage children to remember how animals, wind, and water, moved pollen in their Day 2 exploration. Have them record their plan before getting started."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.315

Location: Column 1, Steps 2-3, after last sentence

Original Text: "Children can record any steps or ideas for their plans to investigate and observations they want to record on a separate piece of paper or in a notebook."

Updated Text: "As children change their investigation, they should make their seed move in a different way."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.322

Location: Lesson Objective

Original Text: "Children will model plant stems and compare how plant parts help different plants meet their basic needs for survival."

Updated Text: "Children will be able to identify plant parts and compare how those parts help plants meet their needs."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.323

Location: Planning for Hands-On Activities, Day 2, Columns 1-2, Preparation Tips, after last sentence

Original Text: N/A

Updated Text: "If you choose to have the class observe one carnation, each student partnership will only require one cup of water with food coloring for their model stem."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.328

Location: Column 2, Preparation Tips, after last sentence

Original Text: N/A

Updated Text: "Leaving the flower overnight yields the best results. If you choose to have the class observe one carnation, each student partnership will only require one cup of water with food coloring for their model stem."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.329

Location: Steps 2–4, after sentence 2

Original Text: N/A

Updated Text: "Have students fold the paper towel strip many times before using the skewer to push the paper towel through the straw." at end of first paragraph."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.33

Location: Step 2, after first sentence

Original Text: "Fold a square sheet of paper in half to make a triangle. Then fold it in half again to make a smaller triangle."

Updated Text: "Fold a square sheet of paper in half to make a triangle."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.33

Location: Step 3, bottom of page

Original Text: "Fold the paper into thirds. Then cut off the bottom points to make a triangle."

Updated Text: "Fold the paper in half again to make a smaller triangle"

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.34

Location: Column 2, Safety

Original Text: "As a safety precaution, only the teacher or another adult should use the hot plate. All children and adults should wear goggles when a hot plate is in use, and all adults using the hot plate should wear heat-resistant gloves. Have children identify other safe practices to follow during this investigation."

Updated Text: "As a safety precaution, only the teacher should use the hot plate. Model safety practices by wearing goggles and heat resistant gloves. All children should wear goggles and heat resistant gloves when observing the beaker on the hot plate. "

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.34

Location: Column 2, Model and Explain Practices, after last sentence

Original Text: N/A

Updated Text: "Review the vocabulary word "freeze" to focus on the change from a liquid to a solid. Children may have the misconception that freezing only happens when there are cold temperatures."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.35

Location: Column 2, Steps 6-8

Original Text: "Children can use a new piece of paper to record observations they make."

Updated Text: "Caution children that the beaker will still be hot when removed from the hot plate. Have children draw their observations as the crayons freeze." "Support for Children's Answers, How do the properties of the crayons change? Sample answer: The crayons changed from a liquid to a solid."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.35

Location: Column 2, Steps 6-8

Original Text: "Children can use a new piece of paper to record observations they make."

Updated Text: "After the crayons have frozen, have children measure and record the beaker of crayons. Have children compare their measurement to their measurement from Step 4." "Support for Children's Answers: Measure and record the frozen crayons. Compare with your measurement from Step 4. What did you notice. Sample answer: I notice that the first measurement and frozen measurement are similar. "

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.35

Location: Column 1, Step 4

Original Text: "Wear heat-resistant gloves and goggles to place the beakers on the hot plate. Have children wear goggles to observe the crayons (melting crayons can splatter). Multiple groups can have beakers on the hot plate at once to keep the activity moving along"

Updated Text: "Wear heat-resistant gloves and goggles to place the glass beaker of crayons on the hot plate. Have children wear goggles to observe the crayons (melting crayons can splatter). Have children record their observations."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.35

Location: Column 2, Step 5

Original Text: "Caution children that the beakers will be hot when removed from the hot plate."

Updated Text: "Caution children to maintain a safe distance from the beaker and hot plate. Have children continue to wear goggles and heat-resistant gloves as they measure and record the beaker of crayons. If children have trouble measuring, encourage them to notice the measurement lines on the beaker."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.353

Location: Step 1, sentence 2

Original Text: "Use the rain gauge to measure. Pour 1 cm of water into the first bowl. Label the bowl desert."

Updated Text: "Label the first bowl desert. Use the rain gauge to measure water. Pour 3 cm of water into the bowl."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.353

Location: Step 3, sentence 1

Original Text: "Pour 3 cm of water into the second bowl. Label the bowl rain forest. Repeat Step 2."

Updated Text: "Label the second bowl rain forest. Pour 10 cm of water into the second bowl. Repeat Step 2."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.361

Location: Column 1, Steps 1-2, second paragraph, after last sentence

Original Text: "You will also want to place a cube of wet sponge so the ants have water."

Updated Text: "You will also want to place a cube of wet sponge inside the farm so the ants have water."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.371

Location: Step 4, sentence 2

Original Text: "Listen to your classmates describe their food chains. Ask them good questions."

Updated Text: "Listen to your classmates describe their food chains. Ask them questions about the producers and consumers in their food chain."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.376

Location: Key Learning Activity, Model and Explain

Original Text: "Model and Explain by having children identify and discuss the stages of human lives, such as baby, toddler, teenager, adult, and senior."

Updated Text: "Model and Explain by having children identify and discuss the stages of human lives, such as baby, toddler, teenager, adult, and senior. Discuss how the life cycle of a human is different from the life cycle of a butterfly."

Component: *HMH Into Science Texas Teacher Guide Grade 2*
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.377

Location: Column 2, Support for Children's Answers

Original Text: ..."What indoor safety practice is important for this activity? D. Do not run." "Why is it important to follow all your classroom’s indoor safety practices? Sample answer: Following safety practices helps to keep my classmates and me safe."

Updated Text: ..."Why is it important to follow all your classroom’s indoor safety practices? Sample answer: Following safety practices helps to keep my classmates and me safe."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.380

Location: Column 2, Key Learning Activity, Model and Explain

Original Text: "Model and Explain by having children review and discuss the life cycle of a butterfly."

Updated Text: "Model and Explain by having children review and discuss the life cycle of a butterfly and how it is like the life cycle of a frog."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.385

Location: Steps 2 and 3

Original Text: "Step 2" "Use the cups to test the movement of the powders. Swirl a cotton swab in one of the powders. Then use the hand lens to observe the end of the swab." "Step 3" "Dip the powdered end of the swab in the other cup of powder. Swirl the swab around."

Updated Text: "Step 2 "Use the cups to test the movement of the powders. Push a cotton ball down in one of the powders. Then use the hand lens to observe the cotton ball." "Step 3" "Push the powdered side of the cotton ball down in the other cup of powder."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.39

Location: Step 2, top of page

Original Text: "Observe the frozen oil for about 10 minutes. Draw to show what you observe on a separate sheet of paper."

Updated Text: "Observe the crayons in the beaker. Draw to show what you observe."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.39

Location: Step 3, MOVE TO p.40, top of page

Original Text: "Measure the oil. How do the properties of the oil change? Explain."

Updated Text: "Have your teacher put on heat-resistant gloves. Observe as your teacher places the glass beaker of crayons on the hot plate. Draw to show what you observe."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.39

Location: Column 1, Step 2

Original Text: "Children will need to work out a way to time the one minute for sanding in this step."

Updated Text: "Support children as they sand the wood by watching a clock or setting a timer for one minute."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.393

Location: Step 4

Original Text: "Show your new model to your classmates. Demonstrate how the seed is moved by wind, water, or other living things."

Updated Text: "Show the new way your model seed moves to your classmates. Demonstrate how the seed is moved by wind, water, or other living things."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.40

Location: Step 5, MOVE TO p.41, top of page

Original Text: "Measure the crayons. How do the properties of crayons change? Explain. "

Updated Text: "Put on your safety goggles and heat resistant gloves. Measure and record the beaker of crayons. How did the properties of the crayons change? Explain."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.41

Location: Step 7, MOVE TO p.41, Step 5

Original Text: "Put on your safety goggles. Observe and compare the materials in the beakers. Draw to show what you observe. How did freezing change the properties of the materials?"

Updated Text: "Observe as your teacher removes the glass beaker of crayons from the hot plate. Wait until the crayons freeze. How did the properties of the crayons change? Draw to show what you observed."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.41

Location: Step 8, MOVE TO p.41, Step 6

Original Text: "Measure the materials. Compare with your first measurements. What do you observe?"

Updated Text: "Measure and record the frozen crayons. Compare with your measurements from Step 4. What did you notice."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.41

Location: Step 8, bottom of page

Original Text: "Now compare the measurements of the crayons and oil. What did you notice?"

Updated Text: N/A

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.424

Location: Read, Write, Share, under picture

Original Text: "Rosa Ortiz studies moonseed/botany, which is a family of plants."

Updated Text: "Rosa Ortiz studies moonseed/geology which is a family of plants."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358861652

Type: Editorial Change

Current Page Number(s): p.475

Location: Middle of page, student question, student multiple choice responses

Original Text: "What indoor safety practice is important for this activity?" "A. Be careful of sharp objects, such as scissors." "B. Do not touch wild plants." "C. Clean up spills." "D. Do not run."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.53

Location: Step 2, first sentence

Original Text: "Children can use the System and System Models Science Theme Organizer to support their understanding throughout this task."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.63

Location: Column 2, Vocabulary/Apply, sentence 2

Original Text: "When they talk about systems, they can include how they use models can be used to show how a system works."

Updated Text: "When they talk about systems, they can tell how models are used to represent systems."

Component: ***HMH Into Science Texas Teacher Guide Grade 2***
ISBN: 9780358841555

Type: Editorial Change

Current Page Number(s): p.92

Location: Column 1, Sense-Making

Original Text: "Children will be able to demonstrate how pushes and pulls can change the motion of an object and identify whether or not an object is magnetic."

Updated Text: "Children will understand that variation in forces can cause a change in the way an object, such as the car from the Engage, moves ."

Component: ***HMH Into Science Texas Student License Digital Grade 2***
ISBN: 9780358859727

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.12.C, Day 2, Screen 3

Location: Steps 2 and 3

Original Text: "Step 2 "Use the cups to test the movement of the powders. Swirl a cotton swab in one of the powders. Then use the hand lens to observe the end of the swab." "Step 3" "Dip the powdered end of the swab in the other cup of powder. Swirl the swab around."

Updated Text: "Step 2" "Use the cups to test the movement of the powders. Push a cotton ball down in one of the powders. Then use the hand lens to observe the cotton ball." "Step 3" "Push the powdered side of the cotton ball down in the other cup of powder."

Component: ***HMH Into Science Texas Student License Digital Grade 2***
ISBN: 9780358859727

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.6.A, Day 4, Screen 4

Location: Step 2, new first bullet

Original Text: N/A

Updated Text: "Pour a small amount of water from the pitcher to a cup."

Component: *HMH Into Science Texas Student License Digital Grade 2*
ISBN: 9780358859727

Type: Editorial Change

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

Location: Speech to Text interactivity, sentence 1

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

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

Component: *HMH Into Science Texas Student License Digital Grade 2*
ISBN: 9780358859727

Type: Editorial Change

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

Location: Speech to Text Interactivity, image

Original Text: image of water with ripples

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

Component: *HMH Into Science Texas Student License Digital Grade 2*
ISBN: 9780358859727

Type: Editorial Change

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

Location: Step 3

Original Text: "Step 3"

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

Publisher: Houghton Mifflin Harcourt

Science, Grade 3

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

Editorial Changes

Component: *HMH Into Science Texas Teacher License Digital Grade 3*
ISBN: 9780358860211

Type: Editorial Change

Current Page Number(s): Assessment Guide Answer Key, TEKS 3.6 tab

Location: Investigate Properties of Matter (TEKS 3.6.A) Quiz A, Question 7, Rationale for Answer Choice G column

Original Text: "G. Not used: 60 grams is not used because the measurement for mass that is listed in the observations and measurements is 50 grams, not 60 grams."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher License Digital Grade 3*
ISBN: 9780358860211

Type: Editorial Change

Current Page Number(s): Changes in States of Matter (TEKS 3.6.C) Quiz, new p. 4

Location: New Item 7, prompt and answer choices after new item 6

Original Text: N/A

Updated Text: "Penny measures the temperature of a sample of wax as it cools and loses energy." [start of table] "Change of State: Wax" "State" "Temperature (° C)" "liquid" "100" "liquid" "85" "liquid" "65" "solid" "35" "solid" "0" [end of table] "Based on the information in Penny's data table, at which temperature is the wax a solid? A. 28° C B. 65° C C. 99° C D. 110° C"

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Type: Editorial Change

Current Page Number(s): Changes in Weather (TEKS 3.10.A) Quiz A, p. 2

Location: Item 3, Table image, Temperature

Original Text: First row: 36 °F , 40 °F , 38 °F , 34 °F, 30 °F Second row: 68 °F , 69 °F , 67 °F , 65 °F , 70 °F

Updated Text: First row: 2 °C, 4 °C, 3 °C, 1 °C, 0 °C. Second row: 20 °C, 21 °C, 19 °C, 26 °C, 21 °C.

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Type: Editorial Change

Current Page Number(s): Changes in Weather (TEKS 3.10.A) Quiz A, p. 3

Location: Item 4, image

Original Text: "75 °F , 64 °F , 79 °F , 75 °F "

Updated Text: " 24 °C, 18 °C, 26 °C, 24 °C"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 207

Location: Step 6, Table

Original Text: "Speed" "Height 1, Height 2, Height 3"

Updated Text: "Time" N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 108

Location: Scientific and Engineering Practices

Original Text: "3.1.F construct appropriate graphic organizers to collect data, including … bar graphs"

Updated Text: "3.1.F construct appropriate graphic organizers to collect data, including … input-output tables"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 108

Location: ED Online Resources

Original Text: N/A

Updated Text: "Input Output Table Graphic Organizer (TEKS 1.F)"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 128

Location: Middle of page, left column

Original Text: N/A

Updated Text: "Plan and Conduct a Descriptive Investigation Use the soccer ball image to guide students in the planning of their investigations. Ask them to consider how they could push and pull on the soccer ball to change its position and motion. Help students to identify classroom objects that would work well for this investigation. Suggest that students having difficulty with their object consider using something else."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 13

Location: Column 1, Step 1, Paragraph 1

Original Text: "If students are unsure of what type of chart to use, ask them what type of data they think they may collect."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 131

Location: Evaluate box

Original Text: N/A

Updated Text: "Day 7"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 133

Location: Column 1, Day 2, Preparation Tips

Original Text: N/A

Updated Text: "Wooden dowels can be used as rhythm sticks."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 138

Location: Column 2, Preparation Tips, last sentence

Original Text: N/A

Updated Text: "Wooden dowels can be used as rhythm sticks."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 140

Location: Column 2, Preparation Tips, last sentence

Original Text: N/A

Updated Text: "Wooden dowels can be used as rhythm sticks."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 144

Location: Step 1, Sentence 1

Original Text: "On a separate sheet of paper"

Updated Text: "On the next page"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 147

Location: Column 1, Support for Student Answers, line 3

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 149

Location: Lesson Map, Explore and Explain , Day 2

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 151

Location: Column 1, Day 2 Hands-On Activity title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 156

Location: Column 1, Hands-On Activity title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 159

Location: Column 2, Exit Ticket,

Original Text: "Provide Feedback to students by identifying any misconceptions they have about the measure of energy in relation to speed."

Updated Text: "Provide Feedback to students by identifying any misconceptions they have about energy in relation to speed."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 161

Location: Top half of page

Original Text: N/A

Updated Text: "Plan and Conduct a Descriptive Investigation Look at the picture. Think about what you know about pushes and pulls." [image of person with soccer ball] "Plan a descriptive investigation to demonstrate how position and motion can be changed with pushes and pulls. In your investigation, use an object, such as a pencil or eraser, to show: • how the position of an object can be changed by a push • how the position of an object can be changed by a pull • how the motion of an object can be changed by a push • how the motion of an object can be changed by a pull Conduct

your investigation. Be sure to collect data and record your observations. Describe what you see and anything you learned that you did not already know." Adjust formatting of text and images on pp. 161–163 to accommodate addition.

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 165

Location: Column 2, Support for student answer, Energy in Systems, line 2

Original Text: "The energy moved from the person to the object then to the ramp."

Updated Text: "The energy moved from the person to the object, then with the object down the ramp."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 165

Location: Column 2, Support for Student Answers, Analyze Data, Sample answer

Original Text: "I think the stapler has the most energy because it is heavy."

Updated Text: "I think the pencil has the most energy because it moves the fastest."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 168

Location: Paragraph 1, Line 4

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 173

Location: Step 6, last sentence

Original Text: N/A

Updated Text: "Record your data."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 179

Location: Column 1, Support for Student AnswersAnalyze Data, line 3

Original Text: "I revolved and rotated around Earth."

Updated Text: "As Earth, I rotated and revolved around the sun."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 179

Location: Bottom half of right column, Support for Student Answers

Original Text: "Draw a sun-Earth-moon system. Use arrows to show how the objects move."

Updated Text: "Identify the patterns from your activity to explain the revolution of the moon and Earth. Draw a sun, Earth, moon system. Use arrows to show the pattern of motion in how each of these move."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 189

Location: Column 2, Support for Student Answers. Line 1

Original Text: "Claims, Evidence, and Reasoning: Make a claim about how the orbits of the sun, Earth, and moon relate to each other. Support your claim with evidence from your investigation. Explain your reasoning to connect your claim to your evidence."

Updated Text: "Answer the guiding question by describing motion in the sun- Earth-moon system. Use evidence from your modeling activities in your answer."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 194

Location: Paragraph 1, Line 4

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 200

Location: Hands-On Activity title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 204

Location: Bottom of right column

Original Text: N/A

Updated Text: "After the activity, students should choose from a variety of options to share their explanations about how their selected careers are related to space exploration."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 21

Location: Step 3, last sentence

Original Text: N/A

Updated Text: "Record any other observations."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 210

Location: Step 6, Table

Original Text: "Speed"

Updated Text: "Time"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 213

Location: Column 1, Support for Student Answers, guiding question

Original Text: Support for Student Answers GUIDING QUESTION: How can you describe changes in weather from day to day across different places? Sample Answer: I can find out the air temperatures and compare the numbers.

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 215

Location: Column 1, Step 1, line 1

Original Text: "Show students models for their wind direction tables and how to draw the bar graphs for temperature and precipitation, including deciding on the measurement intervals and labeling each axis."

Updated Text: "Show students models for their tables and how to draw the bar graphs for temperature and precipitation, including deciding on the measurement intervals and labeling each axis."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 227

Location: Exit Ticket direction line

Original Text: "Draw a sun, Earth, moon system. Use arrows to show how the object move."

Updated Text: "Identify the patterns from your activity to explain the revolution of the moon and Earth. Draw a sun, Earth, moon system. Use arrows to show the pattern of motion in how each of these move."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 26

Location: Paragraph 1, sentence 1

Original Text: "Think about all the physical matter you tested and measured throughout the lesson."

Updated Text: "Think about all the physical properties of matter you tested and measured throughout the lesson."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 261

Location: Column 1, Step 3

Original Text: "Mix pebbles, soil, and a few tablespoons of water..."

Updated Text: "Mix pebbles and soil..."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 263

Location: Bottom half of page

Original Text: N/A

Updated Text: "Work with a group to communicate explanations in a variety of formats. Explain how each career you researched is related to space exploration. Explain how the careers work with science, technology, engineering, and math. Your group can write a report, make a poster, or make a presentation to communicate explanations." Adjust formatting of text and images on pp. 262–263 to accommodate addition.

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 269

Location: Step 9

Original Text: "Provide students with the following sentence stems to support their presentation to the class:"

Updated Text: "Provide students with the following sentence stems to support their presentation:"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 288

Location: Map image

Original Text: Customary units map

Updated Text: Metric units map

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 288

Location: 1st paragraph, line 4

Original Text: "reported in Fahrenheit as shown on this map.

Updated Text: " reported in Fahrenheit. Scientists often use degrees Celsius to report temperature as shown on this map."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 29

Location: Column 1, Day 3: Liquids Flow, Materials

Original Text: N/A

Updated Text: "water"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 30

Location: Guiding question

Original Text: "How does filling the float toy with air affect it?"

Updated Text: "How does filling the float toy with air affect the toy?"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 317

Location: Column 1, Connection to Community, Pet scientist

Original Text: "Pet Scientist: While at home, students track their pets' daily habits to observe how the animals spend their time. Once students have collected enough data, they can compare it to weather data (which may be found online) and determine whether there is any relationship."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 321

Location: Column 2, Model and Explain Strategies, line 3

Original Text: "Model choosing appropriate terms to enter in a search engine, locating texts in a library, or using the glossary and table of contents of a book to find information."

Updated Text: "Model choosing appropriate terms to enter in a search engine, locating texts from a library, or using the index and table of contents of a book to find information."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 321

Location: Column 2, Students as Scientists, line 4

Original Text: "Have students review their predictions and whether their research supports them."

Updated Text: "Have students review their predictions and whether their research supports the predictions."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 33

Location: Column 1, Guiding Question

Original Text: "How does filling the float toy with air affect it?"

Updated Text: "How does filling the float toy with air affect the toy?"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 33

Location: Column 2, I notice/ I wonder, Sentence 1

Original Text: "Lead a Group Discussion by having students rewatch the video or closely observe the picture of the fruit. Have them record what they notice and wonder about the fruits."

Updated Text: "Lead a Group Discussion by having students rewatch the video or closely observe the picture of the float toy. Have them record what they notice and wonder about the float toy."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 335

Location: Column 1, Connection to Community, Line 1

Original Text: "Lunch Food Chain: Students log the food from their lunch and use these items to construct a food chain that includes themselves. Help students identify organisms that make up their food (such as wheat in bread, fruit in jam, etc.)."

Updated Text: "Menu Food Chain: Show students a menu from a local restaurant. Select an item on the menu, and help students identify the organisms that make up that food such as wheat in bread or fruit in jam. Have students construct food chains that include those organisms and a diner at the restaurant. For any consumer organisms in the food, consider providing resources students can use to research where those organisms get their energy."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 339

Location: Column 2, Support for Student Answers, Energy and Matter, Line 4

Original Text: "How would that affect the snake, grass, cricket food chain?"

Updated Text: "How would that affect the grass, cricket, frog, snake food chain?"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 339

Location: Step 4

Original Text: "Discuss your proposed solution with a partner."

Updated Text: "Communicate your solution individually in a variety of settings and formats. You may choose to share your solution with a partner at your desk or present it in front of the class. You can communicate your solution using your sketch or by writing a short description."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 339

Location: Column 1, Step 1

Original Text: "Mix approaching students with advanced students to encourage them to help each other."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 34

Location: Column 2, Model and Explain, last sentence

Original Text: N/A

Updated Text: "Students may be unfamiliar with the word volume. Explain that volume is the amount of space matter takes up."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 343

Location: Column 2, Exit Ticket/Formative Assessment, Check Student Understanding

Original Text: "Students should understand that, even though the chickens and humans do not eat bees, bees are essential to growing the plants they do eat."

Updated Text: "Students should understand that, even though the chickens and humans do not eat bees, bees are essential to plant reproduction."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 343

Location: Step 5

Original Text: "Step 5 Build your redesigned model, then test it. Share your results with the class."

Updated Text: "Step 9 Build your redesigned model. Then test it. Work with your partner to communicate your solution in a variety of settings. You can share it with another group, with the whole class, or with another class at your school."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 344

Location: Column 2, Differentiation: Challenge

Original Text: "Differentiation: Challenge Discuss the different ways organisms use energy, such as the orchid bees scraping fragrances off a flower to attract mates. Then have students explain why the amount of energy that flows to the secondary consumer is not as much as flows to the primary consumer."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 349

Location: Column 1, Day 2, Preparation Tips

Original Text: "Plan to begin Day 1 early, as students will need to wait until their lima beans sprout to collect data for five days. It takes between five and ten days for beans to sprout."

Updated Text: "Plan to conduct Steps 1–2 of Day 1 several days in advance, as students will need to wait until their lima beans sprout to begin collecting data. It takes between five and ten days for beans to sprout. Then, students will need to collect data for five days."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 351

Location: Column 1, Connection to Community

Original Text: "Identify Changes: Lead a discussion on natural changes that have happened to the local environment. These can include droughts, blizzards, landslides, or wildfires. Focus the discussion on how the community changed as a result of these environmental changes."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 354

Location: Column 2, Preparation Tips

Original Text: "Plan to begin Day 1 early, as students will need to wait until their lima beans sprout to collect data for five days. It takes between five and ten days for beans to sprout."

Updated Text: "Plan to conduct Steps 1–2 of Day 1 several days in advance, as students will need to wait until their lima beans sprout to begin collecting data. It takes between five and ten days for beans to sprout. Then, students will need to collect data for five days."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 356

Location: Column 2, Students as Scientists

Original Text: "Check students' understanding by having them go back to the question they asked at the beginning of the hands-on activity and determine if what they investigated answered it."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 356

Location: Column 1, Support for Student Answers, line 8

Original Text: "My evidence is that the seeds that had light and water sprouted. My reasoning is the seeds that did not have water did not sprout."

Updated Text: "My evidence is that the seeds that had water sprouted. My reasoning is that systems that consistently have what plants need are environments where plants can grow."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 359

Location: Column 2, Do the Math, Elicit and Interpret Students' Thinking, sentence 1

Original Text: "Elicit and Interpret Students’ Thinking about the patterns in the data by guiding them to calculate the differences in the bars."

Updated Text: "Elicit and Interpret Students’ Thinking about the patterns in the data by guiding them to calculate the differences in the plotted points."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 359

Location: Column 2, Differentiation: Extra Support

Original Text: "Create a sample bar graph for students to follow."

Updated Text: "Create a sample line graph for students to follow."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 36

Location: Materials, bullet 5

Original Text: N/A

Updated Text: "water"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 360

Location: Image

Original Text: Image of children doing lab activity

Updated Text: " image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 363

Location: Column 1, Students as Scientists

Original Text: "Students as Scientists Survey the class to see whether any students' households have emergency preparedness plans. Explain that planning for emergencies involves making predictions. Ask: Why do you need to predict what types of emergencies might happen? (One goal here should be to emphasize that people engage in scientific practices outside in daily life. It can be helpful for students to think of their caregivers as scientists even if they do not work in a scientific field.)"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 38

Location: Column 2, Materials

Original Text: N/A

Updated Text: "water"

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 407

Location: Column 2, Day 3, Preparation Tips, last sentence

Original Text: N/A

Updated Text: "A clear plastic deli container can be used for the terrarium. Use the scissors to puncture holes in the lid."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 415

Location: First Paragraph, Line 3

Original Text: "Some organisms go into hibernation, while other organisms undergo migration."

Updated Text: "Some organisms go into hibernation, while other organisms respond with migration."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 416

Location: Column 2, Preparation Tips, last sentence

Original Text: N/A

Updated Text: "A clear plastic deli container can be used for the terrarium. Use the scissors to puncture holes in the lid."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 42

Location: Column 1, Elicit Student Thinking

Original Text: "...students can smell but not see like food cooking, burning wood, freshly mowed grass, or cleaning products"

Updated Text: "...students can smell but not see like food cooking, burning wood, or freshly mowed grass."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 421

Location: Exit Ticket prompt

Original Text: "Use your observations from your research as evidence to explain if your prediction was correct."

Updated Text: "Use your observations from your research as evidence to explain whether your prediction was correct."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 439

Location: Step 2, last sentence

Original Text: N/A

Updated Text: "On your final index card, draw and label the sun. Producers like plants get energy from the sun."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 439

Location: Step 4, last sentence

Original Text: "connect each organism."

Updated Text: "connect each index card."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 442

Location: Prompt, sentence 2

Original Text: "How would that affect the snake, grass, cricket food chain?"

Updated Text: "How would that affect the grass, cricket, frog, snake food chain?"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 46

Location: Column 1, Elicit Student Thinking

Original Text: "For example, is it easier to swallow a solid pill or a liquid medication?"

Updated Text: N/A

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 467

Location: Image

Original Text: Image of children doing lab activity

Updated Text: image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 469

Location: Do the Math

Original Text: "Use your data table to make a bar graph. ... Then, using your bar graph, use addition or subtraction to identify a pattern shown in your data. ... If the deer population did well and had its needs met, it thrived. If the deer population died out, it perished."

Updated Text: "Use your data table to make a line graph. ... Then, using your line graph, use addition or subtraction to identify a pattern shown in your data. ... If the deer population did well and had their needs met, they thrived. If the deer population died out, the deer perished."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 48

Location: Paragraph 2, Sentence 3

Original Text: "Buildings, cars, and even animals are examples of solids."

Updated Text: "Buildings, cars, and even ice are examples of solids."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 496

Location: Line 1, Prompt

Original Text: N/A

Updated Text: "Choose all of the fossils."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 52

Location: Column 1, Scientific and Engineering Practices

Original Text: "3.6.C.i measure physical properties of matter, including temperature 3.6.C.ii measure physical properties of matter, including mass 3.6.C.iii measure physical properties of matter, including magnetism"

Updated Text: "3.1.A ... define problems based on observations or information from text, phenomena, models, or investigations 3.1.D use tools including ... Celsius thermometers; ... graduated cylinders; beakers; ... hot plates; ... timing devices; ... to observe, measure, test, and analyze information"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 52

Location: Guiding question

Original Text: "How does filling the float toy with air affect it?"

Updated Text: "How does filling the float toy with air affect the toy?"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 52

Location: Column 2, Recurring Themes and Concepts

Original Text: "3.6.A measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water"

Updated Text: "3.5.E investigate the ... cycling of matter through systems"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 53

Location: Day 2 Materials, middle of first column

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 53

Location: Day 3 Materials, bottom of first column

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 54

Location: EdOnline, Language support

Original Text: N/A

Updated Text: "FUNomenal Reader The FUNomenal Readers are organized into three Lexile levels so students can be assigned readers based on their appropriate reading level. Use the reader "Let's Explore Matter's Changing Form" and its Teacher Support as a science mini lesson to reteach, reinforce, and supplement states of matter content through the use of nonfiction text. You can use the reader after Day 5 for independent reading, small group, or whole class instruction. Let's Explore Matter's Changing Form"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 55

Location: Evaporation image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove.

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 57

Location: bottom of Materials List

Original Text: N/A

Updated Text: "• crayons"

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 58

Location: Column 2, Preparation Tips

Original Text: "Heat the water prior to the lesson."

Updated Text: "Heat the water prior to the lesson in a glass beaker. Then, pour the warm water into plastic beakers for students."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 58

Location: after Step 3

Original Text: N/A

Updated Text: "Step 4 Repeat this investigation with a melted crayon. Measure the temperature every 5 minutes for 20 minutes. Observe and record the change in the state of matter."

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 58

Location: Ed Online

Original Text: "Hands-On Activity, Picture Cards Patterns Science Theme Graphic Organizer"

Updated Text: "Bar Graph Graphic Organizer (TEKS 1.F)"

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 58

Location: Column 1, Scientific and Engineering Practices

Original Text: "3.6.C.i measure physical properties of matter, including temperature Recurring Themes and Concepts 3.6.C.ii measure physical properties of matter, including mass"

Updated Text: "3.1.D use tools including ... Celsius thermometers; ... beakers; ... timing devices; ... to observe, measure, test, and analyze information"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 58

Location: Step 1, Sentence 2

Original Text: "Use a thermometer to collect the temperature of the water. Record the temperature in the table below."

Updated Text: "Use a thermometer to measure the temperature of the water. Record the temperature in the table."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 58

Location: 2nd column, Materials List

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 59

Location: middle of 1st column, after Step 3

Original Text: N/A

Updated Text: "Step 4 As students repeat the activity, remind them to compare their observations of the melted crayon to the water."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 59

Location: Column 1, Support for Student Answers, Stability and Change

Original Text: "The warm water melted the ice."

Updated Text: "The ice was placed in an environment that was warmer than the ice was. The warmer environment caused the ice to melt."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 60

Location: 2nd column, Materials List

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 60

Location: Column 1, Ed Online

Original Text: "Hands-On Activity, Picture Cards Science Theme Graphic Organizer"

Updated Text: "Bar Graph Graphic Organizer (TEKS 1.F)"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 60

Location: Column 1, Scientific and Engineering Practices

Original Text: "3.6.C.i measure physical properties of matter, including temperature Recurring Themes and Concepts 3.6.C.ii measure physical properties of matter, including mass"

Updated Text: "3.1.D use tools including ... Celsius thermometers; ... beakers; ... hot plates; ... timing devices; ... to observe, measure, test, and analyze information"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 61

Location: First column, step numbers

Original Text: "Steps 4–5", "Steps 6–7", "Step 8"

Updated Text: "Steps 5–6", "Steps "7–8", "Step 10"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 61

Location: First column, middle of column, after Steps 6–7

Original Text: N/A

Updated Text: "Step 9 As students repeat the investigation, have them compare the differences in the way the water and crayon changed."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 61

Location: Column 1, Steps 6–7

Original Text: "... . Ask them to observe the water as it begins to evaporate and make notes about their observations if desired."

Updated Text: "... . The time required for the water to boil may vary based on the hot plate. Ask them to observe the water as it begins to boil and evaporate and pay attention to how the water changes. Many students may think that steam is evidence of evaporation. Water vapor, or the gas form of water, is invisible, and is different from steam. Steam is evidence of water in the air condensing and becoming visible. Prompt students to identify boiling as an observable change in the water as it is heated. Water evaporates when it boils. Additional evidence of evaporation would be a decrease in the overall amount of water in the beaker."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 62

Location: Safety icons

Original Text: Glassware safety icon is first

Updated Text: Fire/Heating safety icon is first

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 62

Location: bottom of Materials List

Original Text: N/A

Updated Text: "• crayons"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 62

Location: Hands-On Activity introduction image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: ***HMH Into Science Texas Teacher Guide Grade 3***
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 63

Location: Middle of page, students cutting coffee filters, REPLACED BY image of pot of boiling water from p. 62

Original Text: Image of students with coffee filters

Updated Text: Image of a pot of boiling water

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 63

Location: Step 4, Sentence 2

Original Text: "Use a thermometer to collect the temperature of the water."

Updated Text: "Use a thermometer to measure the temperature of the water."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 64

Location: Step 6

Original Text: "Use the timing device to collect and record information in your table every 30 seconds for 5 minutes."

Updated Text: "Use the timing device and thermometer to collect and record information in your table every 30 seconds for 5 minutes."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 64

Location: Column 2, Steps 2–6

Original Text: "Steps 2–6 Be sure students are exposing air to one coffee filter and not exposing air to the other coffee filter. ..."

Updated Text: "Steps 3–6 Be sure students are exposing one cup of ice water to air and closing the other cup of ice water in a bag with much less air. ... There may be a small amount of condensation on the cup that was in the plastic bag, but there should be visibly more condensation on the other cup."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 65

Location: after Step 7

Original Text: N/A

Updated Text: "Step 9 Repeat this investigation with a crayon. Ask your teacher for help placing the beaker with crayon on the hot plate. Measure the temperature every 30 seconds for 5 minutes. Observe and record the change in the state of matter."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 65

Location: Do the Math

Original Text: "Do the Math: Construct a bar graph using the data that you have collected."

Updated Text: "Do the Math: Construct a bar graph using the data that you have collected for the water."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 66

Location: Column 2, Changes of State, Paragraph 2

Original Text: "The ice cube will melt and change back into water."

Updated Text: "The ice cube will change from a solid to a liquid and then to a gas."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 67

Location: Column 1, Exit Ticket, Support for Student Answers

Original Text: "Students should select answers: A. condensation, B. evaporation, and D. melting"

Updated Text: "Students should select answers: A. condensation and D. melting"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 73

Location: Bottom left of page

Original Text: Photo of hail being held in a hand. Caption, "Hail starts as a drop of liquid rain freezes, and more moisture freezes onto that drop."

Updated Text: Photo of a lit candle turned on its side dripping hot, melted wax. Caption, "As it burns, the wax of a candle melts into a liquid."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. 73

Location: Bottom right of page

Original Text: Photo of people ice skating. Caption, "A layer of water too thin to be seen makes ice slippery, so ice skating is possible."

Updated Text: Photo of candle with solidified wax where it had been melted. Caption, "As it cools, the wax of a candle hardens to a solid."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. 90

Location: Scientific and Engineering Practices

Original Text: "3.1.F construct appropriate graphic organizers to collect data, including … bar graphs"

Updated Text: "3.1.F construct appropriate graphic organizers to collect data, including … input-output tables."

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p. T8

Location: Energy and Speed of Objects, Table of Contents, Day 2

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): p. vi

Location: Energy and Speed of Objects, Table of Contents, Day 2

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Teacher Guide Grade 3*
ISBN: 9780358841562

Type: Editorial Change

Current Page Number(s): p.162

Location: Column 2, Differentiation: Challenge, Line 1

Original Text: "Have students record the speed of their object moving down their highest/steepest ramp."

Updated Text: "Have students record the time for their object to move down their highest/steepest ramp."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358861669

Type: Editorial Change

Current Page Number(s): pp. 63–65

Location: all Steps

Original Text: p. 63: "Step 4, Step 5" p. 64: "Step 6" p. 65: "Step 7, Step 8"

Updated Text: p. 63: "Step 5, Step 6" p. 64: "Step 7" p. 65: "Step 8, Step 10"

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.A, Day 6, Screen 6

Location: Short Answer interactivity, Sample Answer

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.10.A, Day 5, Screen 4

Location: 1st paragraph, line 5

Original Text: "reported in Fahrenheit as shown on this map.

Updated Text: " reported in Fahrenheit. Scientists often use degrees Celsius to report temperature as shown on this map."

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.B, Day 2, Screen 3

Location: Step 2, last sentence

Original Text: N/A

Updated Text: "On your final index card, draw and label the sun. Producers like plants get energy from the sun."

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.B, Day 2, Screen 3

Location: Step 4, last sentence

Original Text: "connect each organism."

Updated Text: "connect each index card."

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.B, Day 2, Screen 4

Location: Energy and Matter, paragraph 2, sentence 4

Original Text: "How would that affect the snake, grass, cricket food chain?"

Updated Text: "How would that affect the grass, cricket, frog, snake food chain?"

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.C, Day 2, Screen 5

Location: Short Answer Interactivity Sample Answer, Sentence 2

Original Text: "My evidence is that the seeds that had light and water sprouted. My reasoning is the seeds that did not have water did not sprout.".

Updated Text: "My evidence is that the seeds that had water sprouted. My reasoning is that systems that consistently have what plants need are environments where plants can grow."

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.C, Day 3, Screen 3

Location: Image

Original Text: Image of children doing lab activity

Updated Text: image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.A, Day 5, Screen 3

Location: Step 3, last sentence

Original Text: N/A

Updated Text: "Record any other observations."

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.B, Day 1, Screen 4

Location: Guiding Question

Original Text: "How does filling the float toy with air affect it?"

Updated Text: "How does filling the float toy with air affect the toy?"

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.B, Day 3, Screen 2

Location: Materials, bullet 5

Original Text: N/A

Updated Text: "water"

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.B, Day 5, Screen 3

Location: Paragraph 2, Sentence 2

Original Text: "Buildings, cars, and even animals are examples of solids."

Updated Text: "Buildings, cars, and even ice are examples are solids."

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.C, Day 1, Screen 3

Location: Flip Card interactivity, Evaporation image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.C, Day 3, Screen 2

Location: Hands-On Activity introduction image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.C, Day 3, Screen 2

Location: Materials

Original Text: "Celsius thermometer160 beakerli"

Updated Text: "Celsius thermometer (non-mercury) beaker"

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.A, Day 6, Screen 6

Location: Short Answer interactivity, line 2

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.B, Day 2, all screens

Location: Digital Lesson contents, Day 2 title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.B, Day 2, Screen 3

Location: top of page title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.B, Day 4, Screen 4

Location: Short Answer interactivity, Sample Answer, Line 1

Original Text: "I think the stapler has the most energy because it is heavy."

Updated Text: "I think the pencil has the most energy because it moves the fastest."

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.B, Day 4, Screen 6

Location: Short Answer Interactivity Sample Answer

Original Text: "The energy moved from the person to the object then to the ramp."

Updated Text: "The energy moved from the person to the object, then with the object down the ramp."

Feedback and Publisher Responses

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.10.A, Day 2, Screen 3

URL:

View Content

Feedback Text: The online version says students will make a bar graph, but the student book does not mention students will make a bar graph.

Publisher Response: In order to match the online version, we will add a statement to the print Student Edition p. 270, paragraph 2, instructing students to make bar graphs to collect temperature and precipitation data.

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.10.A, Day 4, Screen 3

URL:

View Content

Feedback Text: clarify that students are collecting data at the same time.

Publisher Response: HMH will change Step 9 on Day 3 Screen 3 to read “Return to the weather stations outside at the same time as before.” HMH will also change Step 13 to read “Return to the classroom and use the tablet or computer to analyze information about today’s weather at the same locations and times you researched yesterday.”

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.10.A, Day 4, Screen 4

URL:

View Content

Feedback Text: I didn't read where the students will collect data at the same time each day/location.

Publisher Response: HMH will change Step 9 on Day 3 Screen 3 to read “Return to the weather stations outside at the same time as before.” HMH will also change Step 13 to read “Return to the classroom and use the tablet or computer to analyze information about today’s weather at the same locations and times you researched yesterday.”

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ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.11.B, 3.11.C, Day 3, Screen 5

URL:

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Feedback Text: A feedback protocol would be good here (not sure if it is indicated anywhere else) to make it clear there is collaboration.

Publisher Response: HMH will add the following steps to Screen 5:“[Title] How to Give Partner FeedbackSelf-Assess: Read your own explanation silently and rate your work. Rate: Collaborate with a partner. Switch explanations and score one another’s work.Write Feedback: Use sentence frames to write feedback for your partner. Examples include: I suggest _____.One problem I see is _____.One way to improve this might be_____. Share Feedback: Share your positive feedback and suggestions for improvement.Summarize and Record: Summarize your partner’s feedback of your explanation and revise your work as time allows.”

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.11.B, 3.11.C, Day 3, Screen 5

URL:

View Content

Feedback Text: A feedback protocol would be good here (not sure if it is indicated anywhere else) to make it clear there is collaboration.

Publisher Response: HMH will add the following steps to Screen 5:“[Title] How to Give Partner FeedbackSelf-Assess: Read your own explanation silently and rate your work. Rate: Collaborate with a partner. Switch explanations and score one another’s work.Write Feedback: Use sentence frames to write feedback for your partner. Examples include: I suggest _____.One problem I see is _____. One way to improve this might be_____. Share Feedback: Share your positive feedback and suggestions for improvement.Summarize and Record: Summarize your partner’s feedback of your explanation and revise your work as time allows.”

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.12.A, Day 2, Screen 4

URL:

View Content

Feedback Text: It would be nice if students were actually constructing rather that recording in a premade table.

Publisher Response: In the Teacher Guide support for this activity, p. 320, the Ed Online section will indicate that the blank Data Table Graphic Organizer (TEKS 1.F) can be used for students to construct their own tables. To reinforce this, HMH will add the following sentence to the Preparation Tips section on p. 320: “If desired, students can use the Data Table Graphic Organizer to construct their own data tables.”

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ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.12.C, Day 3, Screen 5

URL:

View Content

Feedback Text: The activity has students creating a bar graph from the data collected and in the CER the statement says "Support your claim with evidence from your line graph."Maybe having students create a line graph prior to the CER is better, What is the purpose of creating the bar graph and a line graph. Could it be changed to only creating a line graph? You may also want to give credit to Project Wild since this is their original activity and it hasn't changed enough to be different.

Publisher Response: In the Do the Math on Screen 4, “bar graph” will be changed to “line graph.” This change will also be made on Student Edition p. 469.Additionally, we will add “This hands-on activity was adapted from a Project WILD activity.” to the Teacher’s Guide support for this activity.

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.6.C, Day 2, Screen 3

URL:

View Content

Feedback Text: need to use a variety of substances

Publisher Response: HMH already submitted new content during the TEKS-compliance process and it was accepted by the panel. New content includes adding a Step 4 to this screen “Repeat this investigation with a melted crayon. Measure the

temperature every 5 minutes for 20 minutes. Observe and record the change in the state of matter." We also added a new Step 9 to Day 3, Screen 3 that reads "Repeat this investigation with a crayon. Ask you teacher for help placing the beaker with crayon on the hot plate. Measure the temperature every 30 seconds for 5 minutes. Observe and record the change in the state of matter." Please refer to HMH_G3_6.Cii_Narrative_New Content.

Component: ***HMH Into Science Texas Student License Digital Grade 3***
ISBN: 9780358859734

Page Number(s): TEKS Lesson 3.7.A, Day 2, Screen 4

URL:

View Content

Feedback Text: This one is developing a model - some of the develop models were really students using models.

Publisher Response: In reviewing other citations, HMH identified a change that will be made: TEKS Lesson 3.10.B, Day 3, Screen 2, paragraph 2 – We will change second sentence to remove "develop."However, in the following examples, students are genuinely developing models: TEKS Lesson 3.6.D, Day 3, Screen 7, Develop Models: Students propose and test a salt-dough mixture they use to build a prototype. TEKS 3.11.A, Day 3, Screen 4, Step 6: Students develop a model (sketch) of a prototype.

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Page Number(s): G3 skills bank, Item 47

URL:

View Content

Feedback Text: 3rd graders do not have experimental design (testing variables)

Publisher Response: HMH will simplify the item as follows:47. How could a student investigate the cause-and-effect relationship between the amount of water given to three plants and the rate at which the plants grow?A. The student should not water the plants at all.B. The student should add fertilizer to all of the plants.*C. The student should give each plant a different amount of water.D. The student should cover the plants so that no light shines on them.

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Page Number(s): TEKS 3.10.A Quiz, Item 3

URL:

View Content

Feedback Text: clarify that the temperatures were collected at the same time

Publisher Response: HMH will change the second sentence in the item introduction to say, "They collected data about the weather for one week by measuring with wind vanes and thermometers at the same time each day."

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Page Number(s): TEKS 3.10.A Quiz, Item 3

URL:

View Content

Feedback Text: clarify that the wind direction was collected at the same time.

Publisher Response: HMH will change the second sentence in the item introduction to say, “They collected data about the weather for one week by measuring with wind vanes and thermometers at the same time each day.”

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Page Number(s): TEKS 3.6.C Quiz, Item 2

URL:

View Content

Feedback Text: Other questions should include "other substances" to meet the standard.

Publisher Response: 6. David knows that human skin sweats to cool itself. He wonders how evaporation helps this process work. He measures how quickly four liquids evaporate. He does this by measuring temperature. The lower the temperature, the faster the liquid evaporates. Observe the temperatures in his data table.[Insert table with heading: "Temperature (° C)" having each substance listed in columns, with the corresponding temperatures in a row beneath the substancesAlcohol22Mineral Oil28Salt Water26Water25]How would you record how quickly the liquids evaporate, from fastest to slowest?A. alcohol, mineral oil, salt water, waterB. mineral oil, salt water, water, alcohol*C. alcohol, water, salt water, mineral oilD. salt water, water, mineral oil, alcohol

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Page Number(s): TEKS 3.6.C Quiz, Item 2

URL:

View Content

Feedback Text: need to include "a variety of substances"

Publisher Response: 6. David knows that human skin sweats to cool itself. He wonders how evaporation helps this process work. He measures how quickly four liquids evaporate. He does this by measuring temperature. The lower the temperature, the faster the liquid evaporates. Observe the temperatures in his data table.[Insert table with heading: "Temperature (° C)" having each substance listed in columns, with the corresponding temperatures in a row beneath the substancesAlcohol22Mineral Oil28Salt Water26Water25]How would you record how quickly the liquids evaporate, from fastest to slowest?A. alcohol, mineral oil, salt water, waterB. mineral oil, salt water, water, alcohol*C. alcohol, water, salt water, mineral oilD. salt water, water, mineral oil, alcohol

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Page Number(s): TEKS 3.7.B Quiz, Item 6

URL:

View Content

Feedback Text: This is not really planning a descriptive investigation.

Publisher Response: HMH will add a new #8 item to this quiz. Text of the new item is as follows:Which investigation might be planned to demonstrate how position can be changed by pushing objects?A. place a wagon on a sidewalk and observe it for two minutesB. pull a wagon and time how long it takes to reach the end of the sidewalk*C. push a wagon and measure how many meters it moves in one minuteD. compare the time it takes you and a classmate to each push a wagon 10 meters

Component: ***HMH Into Science Texas Teacher License Digital Grade 3***
ISBN: 9780358860211

Page Number(s): TEKS 3.7.B Quiz, Item 6

URL:

View Content

Feedback Text: not really planning an investigation

Publisher Response: HMH will add a new #8 item to this quiz. Text of the new item is as follows:Which investigation might be planned to demonstrate how position can be changed by pushing objects?A. place a wagon on a sidewalk and observe it for two minutesB. pull a wagon and time how long it takes to reach the end of the sidewalk*C. push a wagon and measure how many meters it moves in one minuteD. compare the time it takes you and a classmate to each push a wagon 10 meters

Program: HMH Into Science Texas Hybrid Classroom Package Grade 3: ELPS

Feedback and Publisher Responses

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Page Number(s): ELPS Minilesson to go with TEKS 3.11.B Protecting Our Natural Resources

URL:

View Content

Feedback Text: This would be better is the items were labeled around the room with the word.

Publisher Response: HMH will add the sentence “Make sure that bottles, cans, paper, plastic, and cardboard are labeled correspondingly.” to the end of the “Scaffolding/Beginning” instructions on p. 3 of the Teacher’s version of the ELPS Minilesson.

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Page Number(s): ELPS Minilesson to go with TEKS 3.6.B Samples of Matter

URL:

View Content

Feedback Text: Gases are introduced in 3rd grade so it would not be prior knowledge.

Publisher Response: HMH already submitted new content during the TEKS-compliance process to refer to states of matter, and it was accepted by the panel. See new content for ELPS Minilesson to go with TEKS 3.6.B (ELPS 1.A.i).

Component: *HMH Into Science Texas Student License Digital Grade 3*
ISBN: 9780358859734

Page Number(s): ELPS Minilesson to go with TEKS 3.7.A Forces

URL:

View Content

Feedback Text: Gravity is introduced in 3rd grade - what prior knowledge is being used to support current content?

Publisher Response: HMH already submitted new content during the TEKS-compliance process to refer to forces, and it was accepted by the panel. See new content for ELPS Minilesson to go with TEKS 3.7.A (ELPS 1.A.i).

Publisher: Houghton Mifflin Harcourt

Science, Grade 4

Program: HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS

Editorial Changes

Component: ***HMH Into Science Texas Teacher License Digital Grade 4***
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Assessment Guide Answer Key, TEKS 4.13 tab

Location: Structures and Functions of Plants (TEKS 4.13.A) Quiz A, Question 2, Multiple choice key, Rationale for Answer Choice A and Rationale for Answer Choice B columns

Original Text: Multiple choice key "B" "A. This is incorrect because the structure is intended to help the plants survive in a windy environment, not help it make food for itself." "B. CORRECT ANSWER"

Updated Text: Multiple choice key "A" "A. CORRECT ANSWER" "B. This is incorrect because the structure is intended to help the plants survive in a windy environment, not help it make food for itself."

Component: ***HMH Into Science Texas Teacher License Digital Grade 4***
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Classify Matter by Physical Properties (TEKS 4.6.A) Quiz A, p.

Location: Item 5, prompt table, row 4

Original Text: "D. water inside bottle measures 75 degrees Fahrenheit"

Updated Text: "D. water inside bottle measures 24 degrees Celsius"

Component: ***HMH Into Science Texas Teacher License Digital Grade 4***
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Earth Processes (TEKS 4.10) Test A, p. 2

Location: Item 4, prompt, table titles, table data

Original Text: "The table shows climate data for four cities. The temperature is given in degrees Fahrenheit, °F." Average precipitation (inches) Average low temperature (°F) Average high temperature (°F) City 1 43.8, 44, 59 City 2 14.8, 56, 71 City 3 62.7, 61, 78 City 4 16.1, 46, 63

Updated Text: "The table shows climate data for four cities. The temperature is given in degrees Celsius, °C." Average precipitation (cm), Average low temperature (°C) Average high temperature (°C) City 1 111.3, 7, 15 City 2 37.6, 13, 22 City 3 159.3, 16, 26 City 4 to 40.9, 8, 17

Component: ***HMH Into Science Texas Teacher License Digital Grade 4***
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Earth Processes (TEKS 4.10) Test A, p.3

Location: Item 5, Answer choices

Original Text: "A. The city has an average high temperature of 59 °F, the average rainfall is 43.8 inches, and the climate is wet with warm summers and cold, snowy winters. B. The city has an average high temperature of 63 °F, the average rainfall is 16.1 inches, and the climate has cold, snowy winters and hot, dry summers. C. The city has an average high temperature of 71 °F, the average rainfall is 14.8 inches, and the climate has year-round moderate-to-warm weather with a dry summer and a short winter rainy season. D. The city has an average high temperature of 78 °F, the average rainfall is 62.7 inches, and the climate is wet with very humid summers and mild, short winters."

Updated Text: "A. The city has an average high temperature of 15 °C, the average rainfall is 111.3 cm, and the climate is wet with warm summers and cold, snowy winters. B. The city has an average high temperature of 17 °C, the average rainfall is 40.9 cm, and the climate has cold, snowy winters and hot, dry summers. C. The city has an average high temperature of 22 °C, the average rainfall is 37.6 cm, and the climate has year-round moderate-to-warm weather with a dry summer and a short winter rainy season. D. The city has an average high temperature of 26 °C, the average rainfall is 159.3 cm, and the climate is wet with very humid summers and mild, short winters."

Component: ***HMH Into Science Texas Teacher License Digital Grade 4***
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): G4 Skills & Themes Bank (TEKS 4.1-4.5), p. 8

Location: Item 17, image

Original Text: Image of a pyramid with 4 levels and labels, from bottom to top, primary producer, primary consumer, secondary consumer, tertiary consumer

Updated Text: Remove the pyramid leaving the labels and the drag-to boxes.

Component: ***HMH Into Science Texas Teacher License Digital Grade 4***
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Matter (TEKS 4.6) Test A, p.4

Location: Item 7, Question Table, Second column of table

Original Text: "Temperature Fahrenheit, Sample 1 : 74, Sample 2: 30, Sample 3: 212, Sample 4: 100"

Updated Text: "Temperature Celsius, Sample 1 : 23°, Sample 2:-1°, Sample 3: 100°, Sample 4: 38°

Component: ***HMH Into Science Texas Teacher License Digital Grade 4***
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Matter (TEKS 4.6) Test A, p.5

Location: Matter (TEKS 4.6) Test A, Item 9, Question and Answer Choices E and F

Original Text: "Kelsey and Mickey wondered what would happen to different metals if they were put out in the rain. They chose two pieces of metal: one was shiny and one was dull and black. Each piece weighed 10 ounces. Every three days the girls would pour one ounce of water over each piece of metal. After five weeks, they noticed that the black metal was covered in orange-colored powder. The shiny silver piece was not. They weighed both pieces of metal at the end of five weeks. After they scraped the orange powder off, the black piece of metal weighed only 8.5 ounces." "E. 10 ounces" "F. 1.5 ounces"

Updated Text: "Kelsey and Mickey wondered what would happen to different metals if they were put out in the rain. They chose two pieces of metal: one was shiny and one was dull and black. Each piece weighed 283 grams. Every three days the girls would pour 28 grams of water over each piece of metal. After five weeks, they noticed that the black metal

was covered in orange-colored powder. The shiny silver piece was not. They weighed both pieces of metal at the end of five weeks. After they scraped the orange powder off, the black piece of metal weighed only 241 grams. "E. 283 grams" "F. 42 grams."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 10

Location: column 2, top image of students and bottom image of thermometer

Original Text: Image of students with container of water and image of thermometer and blended ice beverage

Updated Text: Art of robot

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 10

Location: Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, Sample Answer, sentence 2

Original Text: "Some objects weigh more or less than other objects."

Updated Text: "Some objects have more or less mass than other objects."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 101

Location: Column 2, Claims Evidence, and Reasoning, Model and Explain Content, paragraph 2 and bullets 1–3

Original Text: "Provide the following sentence stems to students who need extra support. • My claim is _____. (I think that _____.) (I noticed that _____.) • My evidence is _____. (I know this because _____.) • My evidence shows that _____ because _____."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 114

Location: Column 2, Preparation Tips, after sentence 4

Original Text: N/A

Updated Text: "Steam from the hot water can sometimes interfere with the results by melting the pat of butter closest to the water. You may choose to conduct the activity with only one pat of butter at the top of each knife."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 115

Location: Column 1, Steps 1–5, after paragraph 2

Original Text: N/A

Updated Text: "SAFETY NOTE: Ensure that the beaker is stable with the knife inside. Remind students to avoid any sudden movements that may cause the knife to tip or fall."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 127

Location: Column 1, Day 2: Light the Bulb, Part 1, Preparation Tips, after sentence 3

Original Text: N/A

Updated Text: "Have wire strippers available, and help students remove the insulation from the ends of their wires."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 132

Location: Column 2, Preparation Tips, after sentence 3

Original Text: N/A

Updated Text: "Have wire strippers available, and help students remove the insulation from the ends of their wires."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 137

Location: Column 1, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "Have wire strippers available, and help students remove the insulation from the ends of their wires."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 15

Location: Column 1, Steps 1–4, sentence 1

Original Text: "Assist students with adding the heated water to Cup 2."

Updated Text: "Safety: Wear heat-resistant gloves to pick up the beaker from the hot plate and carefully pour the heated water into Cup 2."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 15

Location: Column 2, Do the Math, after paragraph 1

Original Text: N/A

Updated Text: "Guide students to notice that the temperature on the thermometer is above the halfway point, closer to the top than to the bottom."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 18

Location: Column 2, Preparation Tips, after paragraph 1

Original Text: N/A

Updated Text: "Student groups can share digital scales."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 19

Location: Column 2, Differentiation: Challenge

Original Text: "Challenge students to predict and test whether different objects sink or float."

Updated Text: "Challenge students to conduct research to explain how very large objects like boats float in water."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 19

Location: Analyze Results

Original Text: "Do this by observing the temperatures you recorded in degrees Celsius (˚C) and degrees Fahrenheit (˚F)."

Updated Text: "Do this by observing the temperatures you recorded in degrees Celsius (˚C)."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 19

Location: Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, Sample Answer, sentences 3–4

Original Text: "Objects that float in water have less density than water. Objects that sink have more density than water."

Updated Text: "Objects that float in water have lower relative density than water. Objects that sink have higher relative density than water."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 195

Location: Column 1, Day 2: Where Does the Water Go?, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "For stability, use large 16 oz cups."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 195

Location: Column 1, Day 3: Modeling the Water Cycle, Part 1, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of a shoebox."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 199

Location: Column 1, Phenomenon Teacher Background, sentence 4

Original Text: "The water cycle consists of different steps that always follow the same order: precipitation, runoff, evaporation, and condensation."

Updated Text: "The water cycle consists of different processes, including precipitation, runoff, evaporation, and condensation."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 199

Location: Column 1, paragraph 1 below Guiding Question, sentence 1

Original Text: "Introduce the phenomenon that our environment relies on mountains to supply much of the world's natural water."

Updated Text: "Introduce the phenomenon that our environment relies on mountains to supply much of the world's fresh water."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 200

Location: Column 2, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "You will need one thermometer for each location. If materials are limited, groups can share thermometers. For stability, use large 16 oz cups."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 201

Location: Column 2, Do the Math, Support for Student Answers, Do the Math

Original Text: "Graph the temperature data you collected for two days. Sample answer: The student draws a bar graph to display the different location’s temperatures. The x-axis will be labeled with the location, and the y-axis will be labeled with the temperature measured in Celsius. There will be a key that includes a bar color for Day 1 and a bar color for Day 2."

Updated Text: "Make a gar graph of the temperature data you collected for two days. Student bar graphs should show that the temperatures in the sunny areas are higher than the temperatures in the shaded areas. The temperature in each location may change throughout the day."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 201

Location: Column 1, Steps 1–2, paragraphs 1–2

Original Text: "Students may be unsure of how to measure the mass of the water for each bag; model using the digital scale. ... Have students construct a chart to collect data when they measure the temperature of each location. If students are unsure of what type of chart to use, ask them what type of data they think they may collect."

Updated Text: "Have students label the bags with sun open, sun closed, shade open, and shade closed. Students may be unsure of how to measure the mass of the water for each bag; model using the digital scale. ... Have students construct two data tables for this activity. They will need one data table to record the mass of the water before and after the investigation and a second data table to record their temperature measurements."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 202

Location: Column 1, Support for Student Answers, Analyze Results, Sample answer, sentence 3

Original Text: "The water in the closed bags did not have anywhere to go and could not evaporate out of the bags."

Updated Text: "The water in the closed bags did not have anywhere to go."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 204

Location: Column 2, Preparation Tips, Paragraph 1, after sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of a shoebox."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 205

Location: Column 2, Steps 4–5, paragraph 2

Original Text: "If students are unsure what type of graphic organizer to use, ask them what type of data they will be collecting. Remind students that they are using a model of a system to make observations and draw conclusions."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 207

Location: Column 1, Exit Ticket/Formative Assessment, Support for Student Answers, sentence 3

Original Text: "Students may draw a model that shows water from the bowl evaporating, because of energy from the sun, onto the plastic wrap and forming water droplets."

Updated Text: "Students may draw a model that shows water from the cup evaporating, because of energy from the sun. Student models may also include water condensing onto the plastic wrap and forming water droplets."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 211

Location: Column 1, Exit Ticket/Formative Assessment, Provide Feedback

Original Text: "Remind students that the steps do not change and will always happen in the same order."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 213

Location: Column 2, Steps 2–3

Original Text: "If students have trouble coming up with a solution to prevent the evaporation from reservoirs, have students brainstorm ways to increase evaporation and ways to slow down evaporation. Support for Student Answers"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 218

Location: Column 2, Differentiation: Extra Support

Original Text: "Show two cups, one that is large and deep and one that is small and short. ... Discuss with students that the deeper cup would take longer to evaporate because the water at the bottom of the cup would take longer to evaporate because it is cooler."

Updated Text: "Show two cups, one that is narrow and deep and one that is wide and short. ... Discuss with students that the water in the deeper cup would take longer to evaporate because water evaporates at the surface of a body of water. The water in the cup with the smaller top surface would take longer to evaporate."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 219

Location: Column 1, Exit Ticket/Formative Assessment, Support for Student Answers, Sample Answer, sentences 1–2

Original Text: "A limitation is that some of the materials available to me might sink, so water above the material could evaporate. I would have liked to have used is a material that would float on the surface of the water."

Updated Text: "A limitation is that the cups available to me had wide openings. I would have liked to use a cup with a vary narrow opening."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 222

Location: Column 1, Support for Student Answers, Analyze Results, Sample Answer, Sentence 3

Original Text: "The clear wrap might be able to form a complete seal over a cookie sheet, but I do not think it would work over thousands of square acres."

Updated Text: "The clear wrap might be able to form a complete seal over a cup, but I do not think it would work over a huge area."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 222

Location: Differentiation: Extra Support

Original Text: "Consider setting up student “Help Stations” for peers to assist one another when creating a scale model and building. Students who are early finishers or have more knowledge of the content can serve as student helpers at the Help Station."

Updated Text: "Individual reservoirs in Texas can store millions or even billions of cubic meters of water. To help students think about scaling their solution up to a full-size reservoir, ask questions in incremental steps: How would your solution need to be different if you made it five times bigger? 10 times bigger? 100 times bigger?"

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 224

Location: Column 2, Do the Math, paragraph 1 and Support for Student Answers, Do the Math

Original Text: "A raindrop is many times bigger than a water droplet and a dust particle. For example, a dust particle is very small compared to a raindrop. Use the table to put the items in order and identify how much smaller a dust particle is than a raindrop. Support for Student Answers Do the Math: The fractions show the sizes of dust particles and droplets in relation to the size of raindrops. In the middle column, place the fractions in order from least to greatest. Then place the items that correspond to that fraction of a raindrop's size. Answer: raindrop 1/1, large droplet 1/20, average droplet 1/100, dust particle 1/5000"

Updated Text: "Support students in ordering the fractions by size. Help students understand that larger denominators with equal numerators indicate smaller parts of a whole. Then, students can use the information from the images to match the items to their relative size. Support for Student Answers Do the Math: Use the table to put the items in order and identify how much smaller a dust particle is than a raindrop. The fractions show the sizes of dust particles and droplets in relation to the size of raindrops. In the middle column, place the fractions in order from least to greatest. Then place the items that correspond to that fraction of a raindrop's size. Answer: 1/5000 dust particle, 1/100 average droplet, 1/20 large droplet, 1/1 raindrop"

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 224

Location: Column 2, The Water Cycle, Support for Student Answers, top half of page

Original Text: "Show where evaporation, condensation, precipitation, and runoff occur. Use arrows to connect the flow of water in the cycle. Sample answer: Student draws an arrow from the water to the sun to represent evaporation. Student draws an arrow from evaporation the clouds to represent condensation. Student draws an arrow from the water to the sun to represent evaporation. Student draws an arrow from the mountain to the stream to represent runoff."

Updated Text: "Use arrows to show how water flows in the cycle by evaporation, condensation, and precipitation. Label the arrows as evaporation, condensation, and precipitation. Student arrows should show evaporation from the water to the clear sky, condensation from clear sky to the clouds, and precipitation from the clouds to the water."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 225

Location: Column 2, Exit Ticket/Formative Assessment, Support for Student Answers, Sample Answer

Original Text: "Sample answer: Water evaporates as water vapor into the atmosphere, where it condenses and forms clouds. Then water falls back to Earth as precipitation, moves across Earth's surface as runoff, and evaporates again as the cycle repeats itself."

Updated Text: "Answer: A. condensation; B. precipitation; C. evaporation; D. runoff"

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 231

Location: Column 1, Day 2: Shake Things Up!, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the baking pan."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 231

Location: Column 2, Day 6: Blowing in the Wind, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the pan. The higher sides can help contain the rice."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 231

Location: Column 1, Day 4: Glacial Moves!, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the tray with sides."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 233

Location: Column 1, Do the Math, Day 3

Original Text: "Students will order sediment types by size in millimeters, from decimals to the ten thousandths place to whole numbers."

Updated Text: "Students will order sediment types by size in millimeters, from decimals to the hundredths place to whole numbers."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 234

Location: Column 1, What Do You Already Know?, Activate Prior Knowledge, sentences 1–4

Original Text: "Activate Prior Knowledge by having students student view the images that begin each day in this lesson. Ask them to identify changes in Earth's surface shown in each image. In Grade 3, students learned about rapid changes to Earth's surface caused by volcanic eruptions, earthquakes, and landslides. Have students review the effects of these three events on land, soil, and rocks."

Updated Text: "Activate Prior Knowledge by having students explore the image of the water cycle. In previous lessons, students learned about the water cycle, how water moves on and above the surface of Earth. Water causes some of the changes to Earth's surface that students will explore in this lesson. Have students review the processes in the water cycle, including evaporation, condensation, and precipitation."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 235

Location: Column 2, I Note/I Wonder, Students as Scientists

Original Text: "Students as Scientists Students are scientists when they use observations for evidence. Ask students what evidence they would use to support the claim that the rocks that make up the peak are different from the rocks down below it."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 236

Location: Column 2, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the baking pan."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 24

Location: TEKS Quiz, TEKS Item Analysis table, column 7

Original Text: Table includes empty column labeled "7"

Updated Text: Delete column labeled "7"

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 241

Location: Top of Column 2, Support for Student Answers

Original Text: "Which sediments do you think would be deposited in a river and which would travel to the ocean? Sample Answer: Clay, silt, and sand will not be caught by the sieve. These would travel to the ocean and the rest would be deposited on the river floor."

Updated Text: "Sample Answer: Clay, silt, and sand will not be caught by the sieve."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 241

Location: Column 1, Do the Math, Model and Explain Strategies, paragraph 1, sentence 3

Original Text: "Then explain how to compare the decimals to four place values by writing the decimals in a place-value chart that goes to ten thousandths, lining up the decimal points and placing zeros to the right of some numbers."

Updated Text: "Then explain how to compare the decimals to two place values by writing the decimals in a place-value chart that goes to hundredths, lining up the decimal points and placing zeros to the right of some numbers."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 242

Location: Column 2, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the tray with sides."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 1, Carving Earth's Surface, paragraph 1, sentence 3

Original Text: "a C-shaped lake."

Updated Text: "an oxbow lake."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 248

Location: Column 2, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the pan. The higher sides can help contain the rice."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 250

Location: Column 1, Key Learning Activity, Elicit Student Thinking, sentence 1

Original Text: "Refer students to day opener photo of the rock formations."

Updated Text: "Refer students to the photo of the rock formations on the first screen of Day 7 in the Interactive Student Lesson."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 253

Location: Column 1, Can You Explain It?, Support for Student Answers, after sentence 2

Original Text: N/A

Updated Text: "Make a claim about the Guiding Question. Use evidence from the lesson, and give reasoning to connect the evidence to your claim."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 257

Location: Column 1, Day 2: Blowing Hot and Cold, Preparation Tips, sentence 1

Original Text: "You will need access to hot tap water and, for safety, should fill the pans yourself."

Updated Text: "Other sizes of pans would also work for this activity. You will need access to hot tap water. For safety, use a pitcher to fill the pans with hot water yourself."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 261

Location: Column 1, Row 1, Evaporation image

Original Text: Image of steam over body of water

Updated Text: Image of pot of boiling water

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 263

Location: Column 1, Preparation Tips, sentence 1

Original Text: "You will need access to hot tap water and, for safety, should fill the pans yourself."

Updated Text: "Other sizes of pans would also work for this activity. You will need access to hot tap water. For safety, use a pitcher to fill the pans with hot water yourself."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 264

Location: Step 1, sentences 1–5

Original Text: "Form small groups. Each group gets four bags and cups. Fill each bag with equal amounts of water. Use the scale to measure the amount of water in each bag, in grams. Place each bag inside a cup."

Updated Text: "Place each bag inside a cup. Fill each bag with equal amounts of water. Use the scale to measure the amount of water in each bag, in grams. Seal the bags."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 27

Location: Column 2, Day 3: What Color is Blank Ink?, Preparation Tips, after last bullet

Original Text: N/A

Updated Text: "Washable markers must be used for this activity."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 276

Location: Exit Ticket, Paragraph 2

Original Text: "In the space below, draw your model. Label where the following occurs on your model to illustrate the sequence of how the water moved above Earth’s surface in your model."

Updated Text: "In the space below, construct a flowchart that illustrates the sequence of how the water moved above Earth's surface in your model. Label where the following occurs on your model:"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 28

Location: Step 3, bullets 2–4

Original Text: "Break 1 or 2 seltzer antacid tablets into pieces small enough to fit through the bottle opening. Add the seltzer antacid tablets to the water in the bottle. Quickly stretch the mouth of the balloon to cover the opening of the bottle. Make sure the balloon fits tightly around the top of bottle."

Updated Text: "Break 1 or 2 seltzer antacid tablets into pieces small enough to fit through the balloon opening. Insert the seltzer antacid tablets into the balloon. Stretch the mouth of the balloon to cover the opening of the bottle. Make sure the balloon fits tightly around the top of bottle. Tip the balloon so that the tablets fall into the water in the bottle."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 286

Location: Column 2, Key Learning Activity, Model and Explain, sentence 1

Original Text: "Model and Explain that common items are made from various materials, such as plastics, nylon, and waxes."

Updated Text: "Model and Explain that common materials are made from petroleum, such as plastics, nylon, and waxes."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 290

Location: Image of water cycle diagram

Original Text: Image of water cycle diagram includes arrows for transpiration and groundwater and text labels

Updated Text: Image of water cycle diagram without arrows for transpiration and groundwater, without text labels, with A, B, C, D icons

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 291

Location: Drawing item, image of water cycle diagram

Original Text: Image of water cycle over mountainous area

Updated Text: Image of water cycle over ocean area

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 291

Location: Paragraph 3

Original Text: "Show where evaporation, condensation, precipitation, and runoff occur. Use arrows to connect the flow of water in the cycle."

Updated Text: "Use arrows to show how water flows in the cycle by evaporation, condensation, and precipitation. Label the arrows as E for evaporation, C for condensation, and P for precipitation."

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ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 3

Location: Column 1, image 2, temperature image with thermometer

Original Text: Image of thermometer and blended iced beverage

Updated Text: Image of thermometer

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 308

Location: Image of rock arch in ocean

Original Text: Image of rock arch in ocean

Updated Text: Image of water flowing over smooth rocks

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 310

Location: Do the Math, Paragraph 3

Original Text: "silt (0.004-0.0625 mm), clay (

Updated Text: "silt (about 0.01–0.06 mm), clay (

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 318

Location: Top image of glacier and bottom image of glacier, caption for bottom image

Original Text: Top image: glacier Bottom image: close-up of glacier Bottom image caption: "Changes in Erasmo Glacier, Chile from 1987 to 2021."

Updated Text: Top image: rock arch in ocean area Bottom image: glacier Bottom image caption: N/A

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ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 320

Location: Left image of canyon and right image of river through canyon

Original Text: Left image: canyon Right image: river through canyon

Updated Text: Left image: satellite image of Harlequin Lake in 2000 Right image: satellite image of Harlequin Lake in 2020

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 327

Location: Column 1, Day 2: Producers and Sunlight, Preparation Tips, after sentence 2

Original Text: N/A

Updated Text: "Small-leafed plants work best for this activity. Plan 3–7 days for Step 9."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 33

Location: Short answer prompt

Original Text: "Identify the type of metal and describe its physical properties."

Updated Text: "Describe their physical properties."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 332

Location: Column 2, Preparation Tips, after sentence 2

Original Text: N/A

Updated Text: "Small-leafed plants work best for this activity. Plan 3–7 days for Step 9."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 343

Location: Column 1, above Steps 3–4

Original Text: N/A

Updated Text: "Steps 1–2 Have half of the groups place their leaves right side up and half place their leaves upside down so students can observe both sides Have students gently brush any bubbles off the rock and leaf with their finger after placing it in the water."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 36

Location: Column 2, Preparation Tips, after last bullet

Original Text: N/A

Updated Text: "Washable markers must be used for this activity."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 363

Location: Column 2, Analyze Results, Support for Student Answers, Sample Answer, sentence 3

Original Text: "This is when the flow of energy stops."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 367

Location: Column 2, Performance Indicators, row 1

Original Text: "construct a flowchart model of an ecosystem, including the flow of energy"

Updated Text: "conduct research to understand the interdependence of organisms in a specific ecosystem"

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 367

Location: Column 2, Performance Indicators, row 3

Original Text: "use the model to explain the interdependence between organisms in the ecosystem"

Updated Text: "construct a flowchart model of an ecosystem, including the flow of energy"

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 367

Location: Column 2, Performance Indicators, row 2

Original Text: "use the model to explain the interdependence between organisms in the ecosystem"

Updated Text: "design a model of a food web"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 372

Location: Step 4, sentence 2

Original Text: "Bring corners 1, 3, 5, and 7 to the center, and stick the pushpin through them."

Updated Text: "Bring corners 1, 3, 5, and 7 to the center. Tape them down, and stick the pushpin through them."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 383

Location: Column 2, Support for Student Answers, Sample Answer, sentences 2–4

Original Text: "Fossils like animals and plants that live on land today probably lived on land. Those like animals and plants that live in water probably were aquatic. Some types of organisms are and were both terrestrial and aquatic."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 386

Location: Column 2, Students as Scientists, sentences 3–4

Original Text: "Have students share an example of when they needed to know about what the world was like in the past. Then generate a class list of other jobs and"

Updated Text: "Have students generate a class list of other jobs and"

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 420

Location: Column 2, Vocabulary, bullet 4

Original Text: "acquired:"

Updated Text: "acquired trait:"

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 421

Location: Column 1, Day 2: Me in the Mirror, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "Print out the Picture Cards ahead of time."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 421

Location: Column 2, Day 4: Parents and Offspring, Part 2, Preparation Tips, sentences 1–4

Original Text: "Print pictures of a purple and a red parent flower. Try to choose flowers that have some different traits, for example the shape of the flower petals, or the height of the stem. Prepare the envelopes with cut-out slips of paper

with an individual trait written on each slip. The traits should match the phsyical traits of the parent flowers you selected."

Updated Text: "Display the images of the parent flowers for students to reference. Prepare, print, and cut out slips of paper with an individual trait on each slip. Prepare envelopes containing traits from both parent flowers: petal colors, leaf colors, leaf shapes, and stem heights. Each envelope should contain one type of trait."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 423

Location: Column 1, Connection to Community, Healthcare Workers

Original Text: "Ask students whether any of their parents or relatives work as scientists or in the medical field. If possible, invite the family member in to discuss how they use science in their jobs."

Updated Text: "Invite someone who works in the medical field to visit the class and discuss how they use science in their job."

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ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 423

Location: Column 1, Connection to Community, Observe Traits

Original Text: "Observe Traits: Have students observe the face of a member of their family or another family and list the traits they observe. Students should tell whether the traits are inherited or acquired. Then they should compare the traits they listed in this activity to the classroom chart from the Day 2 investigation."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 424

Location: Column 2, Vocabulary, bullet 4

Original Text: "acquired:"

Updated Text: "acquired trait:"

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 426

Location: Column 2, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "Print out the Picture Cards ahead of time."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 427

Location: Column 1, Do the Math, Support for Student Answers, Do the Math

Original Text: "Support for Student Answers Do the Math: Students should use the data from the classroom chart to construct a bar graph. Students should write their response in the interactive. Sample answer: A number of students had curly hair and dimples, but not as many students had freckles, and no one had an attached earlobe."

Updated Text: N/A

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ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 427

Location: Column 2, Differentiation: Challenge, sentences 1–4

Original Text: "Differentiation: Challenge Challenge students to expand their observations at home. Have them bring the Inherited Traits chart home and observe and record data on which other family members, either living with them or elsewhere, possess the same traits. Ask them to look for patterns in their data. If desired, have students present their findings to the class."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 427

Location: Column 1, Step 1 and Steps 2–3

Original Text: "Step 1 ... Steps 2–3 ... Have chart paper ready for students to create a classroom chart and bar graph."

Updated Text: "Step 1 ... Students with visual impairment can use their hands to feel their physical traits. Steps 2–3 Avoid asking students to compare their traits to those of family members when predicting inherited and acquired traits as some students may not be genetically related to their family members. ... Have chart paper ready for students to create a classroom chart and bar graph."

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ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 427

Location: Column 1, Steps 4–8

Original Text: "Steps 4–8 If students are unsure about what physical traits to list, tell them to notice details in their eyes, nose, mouth, eyebrows, hair, and so on."

Updated Text: "Steps 5–8 Dimples, curled tongue, attached earlobes, cleft chin, and hair texture are all physical traits which students can observe by looking in a mirror or by feeling with their hands. Provide a class chart where students can enter their data anonymously."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 430

Location: Column 1, Key Learning Activity, Lead a Group Discussion

Original Text: "Lead a Group Discussion about what similarities and differences students see in the ways that humans and animals inherit and acquire traits."

Updated Text: "Lead a Group Discussion about inherited and acquired traits in animals."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 430

Location: Column 2, Support for Student Answers

Original Text: "Match each set of parents to their offspring. Students should select the following answers: longhorn—calf 1; moose—middle picture on bottom row; nyala—third picture in the bottom row; elk—first picture in the bottom row; You can look at the inherited physical traits such as body structure, to see which offspring belong to which set of parents."

Updated Text: "Read about each group of animals to match the parents with their offspring. Answer: moose - top left parents, bottom middle offspring; nyala - top middle parents, bottom right offspring; elk - top right parents, bottom left offspring"

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 430

Location: Column 2, Preparation Tips

Original Text: "Print out pictures ahead of time. The images of the Texas longhorns for step 1 as well as the three sets of parent and offspring images for step 3."

Updated Text: "Print out the Picture Cards ahead of time."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 431

Location: Column 1, Differentiation: Extra Support

Original Text: "You may also consider pairing these students with a peer mentor."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 432

Location: Column 2, Preparation Tips, sentence 1

Original Text: "Prepare the envelopes containing slips of paper with traits that the flower offspring may inherit: petal color, leaf color, leaf shape, and stem height."

Updated Text: "Display the images of the parent flowers for students to reference. Prepare, print, and cut out slips of paper with an individual trait on each slip. Prepare envelopes containing traits from both parent flowers: petal colors, leaf colors, leaf shapes, and stem heights."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 435

Location: Column 2, Performance Indicators, row 3

Original Text: "identify cause-and-effect relationships between parent plants or flowers and their offspring"

Updated Text: "identify cause-and-effect relationships between environmental factors and acquired traits in plants"

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 438

Location: Column 1, Paragraph 1, sentence 4

Original Text: "Students should understand that science helps us live healthier lives."

Updated Text: "Students should understand that many scientists work to help people live healthier lives."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 45

Location: Step 3, sentence 4

Original Text: "Stand each strip up inside the cup so that the paper just touches the water."

Updated Text: "Tape the end of each strip of paper to the side of the pencil. Set the pencil across the top of the cup so that the paper just touches the water."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 5

Location: Column 1, Do the Math, Day 2

Original Text: "Students will determine the approximate weight of different objects. If students struggle with this concept, have them order the objects from lightest to heaviest before selecting the weight of each object."

Updated Text: "Students will determine the approximate mass of different objects. If students struggle with this concept, have them order the objects based on how much matter is in each object."

Component: ***HMH Into Science Texas Teacher Guide Grade 4***
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 5

Location: Column 1, Connection to Community, Food Properties

Original Text: "Food Properties: Students explore how the physical properties of food, such as temperature and mass, impact the way they shop for and store food. Have students compose a shopping list and determine how they would pack the foods into separate bags. Cold items should be in a separate bag, and the heavier foods should be on the bottom of each bag."

Updated Text: N/A

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 553

Location: Left image of man with long hair, caption, sentences 3–4

Original Text: "Sun can tan or burn our skin. Diet and exercise can affect our weight."

Updated Text: "Sun can change our skin's appearance."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 567

Location: Top of page, above Language SmArts

Original Text: N/A

Updated Text: "Write a Story"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 8

Location: Do the Math, matching item, option bank

Original Text: "About 3–4 pounds"

Updated Text: "About 1–2 kg"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 4***
ISBN: 9780358861676

Type: Editorial Change

Current Page Number(s): p. 8

Location: Do the Math, sentences 1–3

Original Text: "Most Americans measure weight in pounds. Ounces or pounds are customary units of weight. The metric (SI) system uses units called grams to measure mass."

Updated Text: "The metric (SI) system uses units called grams to measure mass. Grams (g) are much smaller than kilograms (kg). Milligrams (mg) are even smaller than grams. Most Americans measure weight in pounds. Ounces or pounds are customary units of weight."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 9

Location: Column 2, Support for Student Answers, Do the Math, Sample Answer, Sentence 3

Original Text: "about 3–4 pounds."

Updated Text: "about 1–2 kg."

Component: *HMH Into Science Texas Teacher Guide Grade 4*
ISBN: 9780358841579

Type: Editorial Change

Current Page Number(s): p. 9

Location: Column 2, Do the Math, after paragraph 1

Original Text: N/A

Updated Text: "Help students understand the relative size of each unit of measurement in the problem."

Component: *HMH Into Science Texas Teacher License Digital Grade 4*
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): TEKS 4.1-4.5 Skills & Themes Bank, p. 10

Location: G4 Skills & Themes Bank (TEKS 4.1-4.5), Item 23, Question and Table Art

Original Text: "A student is testing how long water stays cool in two types of water bottles. The student fills each bottle with water at 42°F. The student measures the temperature every 30 minutes and records the data for each water bottle." Table 1 44 °F; 46 °F ;48 °F t; 50 °F Table 2 43 °F ; 44 °F t; 45 °F t; 46 °F

Updated Text: "A student is testing how long water stays cool in two types of water bottles. The student fills each bottle with water at 4 °C. The student measures the temperature every 30 minutes and records the data for each water bottle." Table 1 6 °C, 8 °C, 10 °C, 12 °C Table 2 5 °C, 6 °C, 7 °C, 8 °C.

Component: *HMH Into Science Texas Student License Digital Grade 4*
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Day 1, Screen 3

Location: Flip Card interactivity, Evaporation card, image of steam over body of water

Original Text: Image of steam over body of water

Updated Text: Image of pot of boiling water

Component: *HMH Into Science Texas Student License Digital Grade 4*
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Day 2, Screen 3

Location: Step 1, sentences 1–5

Original Text: "Form small groups. Each group gets four bags and cups. Fill each bag with equal amounts of water. Use the scale to measure the amount of water in each bag, in grams. Place each bag inside a cup."

Updated Text: "Place each bag inside a cup. Fill each bag with equal amounts of water. Use the scale to measure the amount of water in each bag, in grams. Seal the bags."

Component: *HMH Into Science Texas Student License Digital Grade 4*
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Day 2, Screen 6

Location: Analyze Results, Short Answer interactivity, Sample Answer, sentence 3

Original Text: "The water in the closed bags did not have anywhere to go and could not evaporate out of the bags."

Updated Text: "The water in the closed bags did not have anywhere to go."

Component: *HMH Into Science Texas Student License Digital Grade 4*
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Day 6, Screen 5

Location: Exit Ticket, Short Answer interactivity, Sample Answer, sentences 1–2

Original Text: "A limitation is that some of the materials available to me might sink, so water above the material could evaporate. I would have liked to have used is a material that would float on the surface of the water."

Updated Text: "A limitation is that the cups available to me had wide openings. I would have liked to use a cup with a vary narrow opening."

Component: *HMH Into Science Texas Student License Digital Grade 4*
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Day 7, Screen 5

Location: Analyze Results, Short Answer interactivity, Sample Answer, sentence 3

Original Text: "The clear wrap might be able to form a complete seal over a cookie sheet, but I do not think it would work over thousands of square acres."

Updated Text: "The clear wrap might be able to form a complete seal over a cup, but I do not think it would work over a huge area."

Component: ***HMH Into Science Texas Student License Digital Grade 4***
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Day 8, Screen 3

Location: Drawing Interactivity, image of water cycle diagram

Original Text: Image of water cycle over mountainous area

Updated Text: Image of water cycle over ocean area

Component: ***HMH Into Science Texas Student License Digital Grade 4***
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Day 8, Screen 3

Location: Drawing Interactivity, prompt

Original Text: "Show where evaporation, condensation, precipitation, and runoff occur. Use arrows to connect the flow of water in the cycle."

Updated Text: "Use arrows to show how water flows in the cycle by evaporation, condensation, and precipitation. Label the arrows as E for evaporation, C for condensation, and P for precipitation."

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.B, Day 3, Screen 5

Location: Do the Math, Drag and Drop interactivity, draggable options

Original Text: "clay (

Updated Text: "clay (

Component: ***HMH Into Science Texas Student License Digital Grade 4***
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.B, Day 3, Screen 5

Location: Short Answer interactivity, prompt and Sample Answer

Original Text: "Some sieves can only catch particles that are greater than 5 mm in size. Which of the six types of sediments will pass through a 5 mm sieve? Which sediments do you think would be deposited in a river and which would travel to the ocean?" Sample Answer: "Clay, silt, and sand will not be caught by the sieve. These would travel to the ocean and the rest would be deposited on the river floor."

Updated Text: "Some sieves can only catch particles that are greater than 5 mm in size. Which of the six types of sediments will pass through a 5 mm sieve?" Sample Answer: "Clay, silt, and sand will not be caught by the sieve."

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.B, Day 8, Screen 6

Location: Can You Explain It?, Short Answer interactivity, prompt above image of rock slope

Original Text: N/A

Updated Text: "Make a claim about the Guiding Question. Use evidence from the lesson, and give reasoning to connect the evidence to your claim."

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.11.A, Day 2, Screen 3

Location: Step 4, sentence 2

Original Text: "Bring corners 1, 3, 5, and 7 to the center, and stick the pushpin through them."

Updated Text: "Bring corners 1, 3, 5, and 7 to the center. Tape them down, and stick the pushpin through them."

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.12.B, Day 3, Screen 5

Location: Short Answer interactivity, Sample Answer, sentence 3

Original Text: "This is when the flow of energy stops."

Updated Text: N/A

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.13.B, Day 3, Screen 5

Location: Paragraph 2, below Line Matching interactivity, sentence 1

Original Text: "Choose one of the offspring pictured."

Updated Text: "Choose one of the parents pictured."

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.13.B, Day 5, Screen 2

Location: Top of screen, above Language SmArts

Original Text: N/A

Updated Text: "Write a Story"

Component: ***HMH Into Science Texas Student License Digital Grade 4***
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Day 1, Screen 3

Location: Flip Card interactivity, temperature card, image of thermometer

Original Text: Image of thermometer and blended iced beverage

Updated Text: Image of thermometer

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Day 2, Screen 5

Location: Do the Math, Drag and Drop interactivity, draggable option

Original Text: "About 3–4 pounds"

Updated Text: "About 1–2 kg"

Component: *HMH Into Science Texas Student License Digital Grade 4*
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Day 2, Screen 5

Location: Do the Math, sentences 1–3

Original Text: "Most Americans measure weight in pounds. Ounces or pounds are customary units of weight. The metric (SI) system uses units called grams to measure mass."

Updated Text: "The metric (SI) system uses units called grams to measure mass. Grams (g) are much smaller than kilograms (kg). Milligrams (mg) are even smaller than grams. Most Americans measure weight in pounds. Ounces or pounds are customary units of weight."

Component: *HMH Into Science Texas Student License Digital Grade 4*
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Day 2, Screen 6

Location: Short Answer interactivity, Sample Answer

Original Text: "Some objects weigh more or less than other objects."

Updated Text: "Some objects have more or less mass than other objects."

Component: *HMH Into Science Texas Student License Digital Grade 4*
ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Day 4, Screen 5

Location: Analyze Results, sentence 3, and Short Answer interactivity, Sample Answer

Original Text: "Do this by observing the temperatures you recorded in degrees Celsius (˚C) and degrees Fahrenheit (˚F)." Sample Answer: "The cup with the highest temperature is the warmest, and the cup with the lowest temperature is the coolest."

Updated Text: "Do this by observing the temperatures you recorded in degrees Celsius (˚C)." Sample Answer: "Cup 2 was the warmest with the highest temperature. Cup 3 would be next with a middle temperature. Cup 1 was the coolest with the lowest temperature."

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Day 6, Screen 3

Location: Step 3, bullets 2–4

Original Text: "Break 1 or 2 seltzer antacid tablets into pieces small enough to fit through the bottle opening. Add the seltzer antacid tablets to the water in the bottle. Quickly stretch the mouth of the balloon to cover the opening of the bottle. Make sure the balloon fits tightly around the top of bottle."

Updated Text: "Break 1 or 2 seltzer antacid tablets into pieces small enough to fit through the balloon opening. Insert the seltzer antacid tablets into the balloon. Stretch the mouth of the balloon to cover the opening of the bottle. Make sure the balloon fits tightly around the top of bottle. Tip the balloon so that the tablets fall into the water in the bottle."

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Day 7, Screen 3

Location: Short Answer interactivity, sentence 3, and Sample Answer, all sentences

Original Text: "Identify the type of metal and describe its physical properties." Sample Answer: "I observe a bracelet and it is made from copper. It is shiny and hard with an orange color. I observe a fork and it is made of stainless steel. It is shiny and hard. I observe a paper clip and it is made of steel. It is shiny and hard and magnetic."

Updated Text: "Describe their physical properties." Sample answer: "I observe a bracelet. It is shiny and hard with an orange color. I observe a fork. It is shiny and hard. I observe a paper clip. It is shiny and hard and magnetic."

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ISBN: 9780358859741

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.B, Day 3, Screen 3

Location: Step 3, sentence 4

Original Text: "Stand each strip up inside the cup so that the paper just touches the water."

Updated Text: "Tape the end of each strip of paper to the side of the pencil. Set the pencil across the top of the cup so that the paper just touches the water."

Component: *HMH Into Science Texas Teacher License Digital Grade 4*
ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Weather and Climate (TEKS 4.10.C) Quiz A, p.2

Location: Weather and Climate (TEKS 4.10.C) Quiz A, Item 4, Question art

Original Text: Row A: 82°F, 85°F, 87°F, 87°F, 87°F Row B: 51°F, 43°F, 28°F, 22°F, 22°F Row C: 43°F, 52°F, 44°F, 43°F, 53°F

Updated Text: Row A: 28°C, 29°C, 31°C, , 31°C, , 31°C Row B: 11°C, 6°C, -2°C, -6°C, -6°C Row C: 6°C, 11°C, 7°C, 6°C, 12°C

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ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Weather and Climate (TEKS 4.10.C) Quiz A, p.2

Location: Weather and Climate (TEKS 4.10.C) Quiz A, Item 3, Answer choices A and B

Original Text: "A. The temperature at 3 p.m. is 35 °F." "B. The high temperature today was 85 °F."

Updated Text: "A. The temperature at 3 p.m. is 2 °C." "B. The high temperature today was 29 °C."

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ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Weather and Climate (TEKS 4.10.C) Quiz A, p.3

Location: Weather and Climate (TEKS 4.10.C) Quiz A, Item 5, Question art and answer choices

Original Text: Image showing weather data in Fahrenheit and inches "A. sunny and 80 °F on May 29, B. rainy and 50 °F on April 15, C. sunny and 95 °F on August 8, D. rainy and 60 °F on September 5, E. cloudy and 25 °F on December 24"

Updated Text: Image showing weather data in Celsius and meters "A. sunny and 27 °C on May 29, B. rainy and 10 °C on April 15, C. sunny and 35 °C on August 8 D. rainy and 16 °C on September 5 E. cloudy and -4 °C on December 24"

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ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): Weather and Climate (TEKS 4.10.C) Quiz A, p.4

Location: Weather and Climate (TEKS 4.10.C) Quiz A, Item 6, Question art and answer choice graphs

Original Text: Table "48 °F, 52 °F, 44 °F ,56 °F, 58 °F" Images (Answer choice) showing weather data in Fahrenheit

Updated Text: Table "9 °C, 11 °C, 7 °C, 13 °C, 14 °C" Images (Answer choice) showing weather data in Celsius

Feedback and Publisher Responses

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ISBN: 9780358859741

Page Number(s): TEKS Lesson 4.10.B, Day 5, Screen 2

URL:

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Feedback Text: the question that students answer gives them a choice of whether to write about weathering, erosion, or deposition. It would be better for TEKS coverage if students had to write about all 3. That way the teacher would have more complete data about student's understanding of all three.

Publisher Response: HMH will change “Write about one photo you just saw. Explain how a river caused weathering, erosion, or deposition.” to “Explain how a river can cause weathering, erosion, and deposition.” The sample answer will be edited to reflect the inclusion of all three phenomena: “Sample answer: In the photo with the oxbow lake, I noticed that there are small strips of land dividing the lake from the main river. I think those strips of land came from deposition of sediments carried by the river. In the photo of the striped rock landform, I think the stripes come from water weathering the walls of the landform, forming the curved shape. In the photo of the weathered canyon walls, the material that is weathered is eroded by a river and carried away.”

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ISBN: 9780358859741

Page Number(s): TEKS Lesson 4.10.B, Day 5, Screen 2

URL:

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Feedback Text: the student response question should require them to explain all three (weathering, erosion, and deposition) rather than giving them a choice of which one to write about

Publisher Response: HMH will change “Write about one photo you just saw. Explain how a river caused weathering, erosion, or deposition.” to “Explain how a river can cause weathering, erosion, and deposition.” The sample answer will be edited to reflect the inclusion of all three phenomena: “Sample answer: In the photo with the oxbow lake, I noticed that there are small strips of land dividing the lake from the main river. I think those strips of land came from deposition of sediments carried by the river. In the photo of the striped rock landform, I think the stripes come from water weathering the walls of the landform, forming the curved shape. In the photo of the weathered canyon walls, the material that is weathered is eroded by a river and carried away.”

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Page Number(s): TEKS Lesson 4.10.B, Day 7, Screen 2

URL:

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Feedback Text: suggestion: require students to include academic vocabulary along with the adjectives :)

Publisher Response: HMH will change “Describe the directions the wind and dune move. Use comparing adjectives to make your narrative exciting.” to “Describe the directions the wind and dune move. Use comparing adjectives to make your narrative exciting. Be sure to use some of the vocabulary words, erosion, weathering, deposition, and sediment in your narrative.” The sample answer becomes “Sample answer: I'm standing here at the edge of a yellow sea of sand. The strong wind is blowing right at me. The wind causes the dunes to become weathered. The tiny sand particles are also blowing toward me. They feel like tiny bee stings when the sand hits my skin. The wind deposits the sand in new places.”

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ISBN: 9780358859741

Page Number(s): TEKS Lesson 4.11.A, Day 6, Screen 4

URL:

View Content

Feedback Text: focus of the standard is for the LISTENER to identify the evidence they hear, not the SPEAKER to give evidence. the cited activity calls for the listener to prompt the speaker to give evidence. We accepted the citation because it is "close enough" but we recommend that the activity be adjusted so it more closely aligns to the intent of the SE.

Publisher Response: HMH will change the paragraph to “Turn and talk to a partner. Listen actively and respectfully as your partner shares their report card. Describe the evidence you heard they used to give grades. Ask questions if anything you heard was unclear. Then, share your grades with your partner. Answer any questions they have about the evidence they heard from your report card.”

Publisher Response: HMH will change the paragraph to “Turn and talk to a partner. Listen actively and respectfully as your partner shares their report card. Describe the evidence you heard they used to give grades. Ask questions if anything you heard was unclear. Then, share your grades with your partner. Answer any questions they have about the evidence they heard from your report card.”

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Page Number(s): TEKS Lesson 4.11.B, 4.11.C, Day 2, Screen 3

URL:

View Content

Feedback Text: We strongly recommend that you expand the scope of how you're covering this SE so that it includes the many many many other resources besides water that are stored in rocks and between rock layers

Publisher Response: The “Modeling Rock Properties” investigation is designed to show two properties: how well rocks can hold liquids and how liquids can move through rocks, through the application of the Recurring Theme of structure and function (TEK 4.5.F). Students use the knowledge gained through this investigation and apply it to the discussion of how oil and gas are stored in rocks (Day 3, Screen 2), how scientific knowledge of extracting these resources benefits society (Day 3, Screen 4), how extraction of aluminum from rocks impacts the environment (Day 5, Screen 4), and research on the effects of resource use (Day 5, Screen 6). Teacher support for the “Modeling Rock Properties” investigation includes a discussion about a limitation of the sponges as a model for rock, as it only includes water and “not any other earth materials”. HMH will add additional language to Day 3, Screen 2. [head] Other Resources Most of the resources extracted from rocks are not energy resources. Nonmetal resources like salt, clays, and cement come from mining rocks. Building materials like marble, sandstone, and limestone also are resources that come from rocks. Metals like iron ore, copper, platinum, gold, and lead are extracted from rocks.

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ISBN: 9780358859741

Page Number(s): TEKS Lesson 4.6.A, Day 6, Screen 4

URL:

View Content

Feedback Text: student's analysis should include WHY they classified each item as either a solid, liquid, or gas. students need to provide evidence to prove their classification.

Publisher Response: HMH will add this language to each of the three bullets. The first bullet will read “What can you conclude about solids? Describe some examples of solids. Why did you classify your examples as solids? Include your evidence.” The second bullet will read “What can you conclude about liquids? Describe some examples of liquids. Why did you classify your examples as liquids? Include your evidence.” The third bullet will read “What can you conclude about gases? Describe some examples of gases. Why did you classify your examples as gases? Include your evidence.”

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ISBN: 9780358859741

Page Number(s): TEKS Lesson 4.8.A, Day 2, Screen 3

URL:

View Content

Feedback Text: investigation is not very rigorous for 4th graders

Publisher Response: HMH respectfully disagrees. This is only one part of a two-part activity to address TEKS 4.8.A is "investigate and identify the transfer of energy by objects in motion, waves in water, and sound". The second part of this activity includes an analysis section (Day 3, Screen 4) where students look for patterns in the data from each of their trials and determine how energy moved through the marble system. Students then take this background knowledge into the second activity and use the engineering design process to a design an energy transfer game, complete with prototype. Taken as a whole, this is a rigorous multi-part activity.

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ISBN: 9780358859741

Page Number(s): TEKS Lesson 4.8.A, Day 4, Screen 3

URL:

View Content

Feedback Text: I'm not sure that a designing a game solves an authentic problem

Publisher Response: Because the activity is very open ended, the complexity of the model, as well as its purpose can vary, as can the problem to be solved. HMH will add potential scenarios on p. 99 of the Teacher Guide, at the end of the "Lead a Class Discussion" guidance. to provide more directed guidance about the design of the problem-solving game. "Possible problem/solution scenarios could include: design a game to make a sound that can be heard from the teacher's desk ten feet away but not from outside the classroom, or design a game to transfer energy from water waves across a small tub of water at a rate of 10 a minute, or something else."

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ISBN: 9780358860228

Page Number(s): G4 skills bank, Item 13

URL:

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Feedback Text: students could justifiably argue that there is more than one correct answer

Publisher Response: HMH will change answer choice A to "A. if you research weather maps on a computer," so that the correct answer can only be D.

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ISBN: 9780358860228

Page Number(s): G4 skills bank, Item 17

URL:

View Content

Feedback Text: This food pyramid is beyond the SEs for 4th grade.

Publisher Response: HMH will revise this item to remove the pyramid shape. Students will have to match the organism to the producer or consumer label in a sample flow chart.

Component: ***HMH Into Science Texas Teacher License Digital Grade 4***
ISBN: 9780358860228

Page Number(s): TEKS 4.10 Test, Item 7

URL:

View Content

Feedback Text: it would be good to make the question a little more focused on the interdependence in the parts of the system so it more closely meets the SE

Publisher Response: HMH will change the item stem to begin with “All parts of the water cycle are connected.” HMH will also change answer choice C to “All parts of the water cycle depend upon the sun’s energy. Warmth from the sun causes water to evaporate.”

Component: *HMH Into Science Texas Teacher License Digital Grade 4*
ISBN: 9780358860228

Page Number(s): TEKS 4.10.C Quiz, Item 6

URL:

View Content

Feedback Text: the answer choices are measuring whether the students can match the data table labels to the axis labels, not whether the points are correctly placed on the line graph. suggestion would be that all 4 answer choices have correct x and y axis labels and the points within the line graph are what changes. this way students are matching the data table to the graph that has correctly plotted the points.

Publisher Response: HMH will change Answer choices A and D to match the axis labels of B and C. Data points will be changed as requested. C will remain the correct answer.

Component: *HMH Into Science Texas Teacher License Digital Grade 4*
ISBN: 9780358860228

Page Number(s): TEKS 4.8.A Quiz, Item 1

URL:

View Content

Feedback Text: rigor is too low

Publisher Response: HMH will change letter D to “an alarm clock rings” so students must select two examples of sound transfer from four choices. The item remains a DOK Level One, in order to retain balance of DOKS in the quiz.

Component: *HMH Into Science Texas Teacher License Digital Grade 4*
ISBN: 9780358860228

Page Number(s): TEKS 4.9. Test, Item 8

URL:

View Content

Feedback Text: wording of the assessment item is faulty. the moon does not get larger or smaller unless its appearance is refracted at the horizons or the orbit brings it temporarily closer to the Earth (as we see with super moons). Neither of these situations would be appropriate for an assessment question for a 4th grader.Suggesting to students that the appearance of the moon SEEMS to get larger or smaller will lead to significant misconceptions. My suggestion is to reword the item so say something like "predict if the appearance of light on the moon will increase or decrease over the next two weeks"

Publisher Response: HMH accepts the criticism, but proposes a different solution. The phrasing “appearance of light on the moon” presents a similar challenge and the potential for students to believe that the moon produces its own light, another common misconception. HMH will change “Predict if the moon will seem smaller or larger over the next two

weeks AND explain how you know that the moon will change like you predicted." to "Predict if the illumination of the moon will increase or decrease over the next two weeks".

Publisher: Houghton Mifflin Harcourt

Science, Grade 5

Program: HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS

Editorial Changes

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Type: Editorial Change

Current Page Number(s): Changes in Ecosystems (TEKS 5.12.B) Quiz, p. 2

Location: Item 4, Prompt and art

Original Text: Image of bumblebee "An illness has decreased the bumblebee population in this ecosystem. What will initially happen to the cycling of energy within the food web? Move each answer to the correct box."

Updated Text: Image of caterpillar. "An illness has decreased the caterpillar population in this ecosystem. What will initially happen to the cycling of energy within the food web? Move each answer to the correct box."

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Type: Editorial Change

Current Page Number(s): Earth Processes (TEKS 5.10) Test, p. 5

Location: Item 7, Question

Original Text: "Wind, water, and ice are agents of nature that change or produce landforms. Which agent is the main process that produced each of these landforms? Write the letter of each answer in the correct box."

Updated Text: "Wind, water, and ice change or produce landforms. Which is the main process that produced each of these landforms? Write the letter of each answer in the correct box."

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Type: Editorial Change

Current Page Number(s): Earth Processes (TEKS 5.10) Test, p. 8

Location: Item 12, art

Original Text: Art of dead deer

Updated Text: Art of dead fern

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Type: Editorial Change

Current Page Number(s): Matter and Energy (TEKS 5.6) Test, p.1

Location: Item 2, Answer Choice B

Original Text: "B. The mass of the vinegar decreases in the bowl of water."

Updated Text: "B. The mass of the vinegar decreases in the water."

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 131

Location: Column 1, Step 4

Original Text: "Step 4"

Updated Text: "Step 5"

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 135

Location: Column 1, Steps 2-4, paragraph 1, sentence 2

Original Text: N/A

Updated Text: "Note that this rocket will move from side to side, not up and down. The string must be pulled taut to facilitate motion. As you review student plans, be sure to check this detail with students."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 152

Location: What Do You Already Know, paragraph 3

Original Text: "When two equal forces act on an object, motion is the same. What would happen if the dog on the left started pulling harder than the dog on the right?"

Updated Text: "When two equal forces act on an object, motion is unchanged. What would happen if the dog on the left started pulling harder than the dog on the right?"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 160

Location: Step 4

Original Text: "Conduct the ramp height investigation you designed in Part 1."

Updated Text: "Review the ramp height investigation you designed in Part 1."

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 174

Location: Column 2, Circuits and Systems, paragraph 1

Original Text: N/A

Updated Text: "Support for Student Answers First, model of a complete circuit with a light bulb, including all parts of the system. Then, draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit. Student's first model should show a complete loop that includes an energy source and a light bulb. Their second model should include similar parts, but with a break in the circuit. Labels should show that the path is needed to make a complete circuit. Students should identify the energy source, and that the light bulb transforms electrical energy into heat and light."

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 176

Location: Column 2, Key Learning Activity, Model and Explain, sentence 4

Original Text: "...Encourage students to make unique circuits of their own by adding, removing, and re-ordering components."

Updated Text: "...A short circuit occurs when battery terminals are connected by a wire with no other components in the path. Short circuits get hot quickly and can cause damage. Warn students to avoid building short circuits."

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 176

Location: Column 2, Safety, sentence 4

Original Text: N/A

Updated Text: "Remind students not to touch the fan when the blades are spinning."

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 177

Location: Column 2, above Step 5

Original Text: N/A

Updated Text: "Step 4 Support for Student Answers Replace the light bulb with the fan. Does this affect the circuit’s energy transformations? Can you hear differences in this circuit that you couldn’t hear in the first circuit? Sample answer: I noticed the fan makes noise. Also, the energy was transformed into motion energy. "

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 177

Location: Column 1, Step 1, sentence 3

Original Text: N/A

Updated Text: "The circuit will likely require two batteries to light the bulb. Either a double battery holder or two single battery holders may be used."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 180

Location: Column 2, Safety, sentence 4

Original Text: N/A

Updated Text: "Remind students to avoid making a short circuit."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 181

Location: Column 1, Steps 2–3, sentence 2

Original Text: N/A

Updated Text: "Securing the paperclip under the fastener holds the connections in place while students reconnect the battery. However, the circuit can also be connected by laying the paperclip across the top of the fasteners."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 182

Location: Column 1, Top of Page

Original Text: N/A

Updated Text: "PAGE 228 Support for Student Answers Develop Models Draw models of your two circuits, and clearly indicate the positions of the switches that will light the bulb. Student drawings should show that each model provides a closed path for charges to flow through the circuit."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 184

Location: Column 1, paragraph 1

Original Text: N/A

Updated Text: "Support for Student Answers Research CAD as an innovative solution. List three ways CAD has made society better. Sample answer: CAD has made the development process faster and cheaper, so people can get solutions

to their problems sooner. It allows designers to modify and optimize their solutions easily, so the solutions cost less when they are made available to people in society. Designers use CAD to make safer products for people."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 189

Location: Column 1, Day 2, Preparation Tips, sentence 3

Original Text: N/A

Updated Text: "Do not use light sources with LED bulbs for this activity."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 193

Location: Column 1, Phenomenon Teacher Background, sentence 4

Original Text: "A convex lens causes light to refract."

Updated Text: "Lenses cause light to refract. Light can be absorbed"

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 194

Location: Column 2, Preparation Tips, sentence 3

Original Text: N/A

Updated Text: "Do not use light sources with LED bulbs for this activity."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 195

Location: Column 2, Steps 3-4

Original Text: N/A

Updated Text: "Place the prism in direct sunlight. Record what you observe. Sample Answer: I see a rainbow of colors come out of one side of the prism if I place it just right. Using your crayons, show what is produced when light passes through a prism. Put the colors in order of what you observe. Student drawings should show white light entering one side of the prism and a rainbow of colors exiting the other side. Blue light should be on the opposite side of the colors from red light."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 208

Location: Column 2, Exploring Refraction

Original Text: N/A

Updated Text: "Explain why this is an example of light refracting. Sample answer: The laser bends when it enters the tank and water, this is refraction."

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 211

Location: Column 1, Support for Student Answers

Original Text: N/A

Updated Text: "Claims, Evidence, and Reasoning: Make a claim about why the straw looks broken in a glass of water. Support your claim with evidence from your investigation. Explain your reasoning to connect your claim to your evidence."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 216

Location: Paragraph 2, Sentence 1

Original Text: "First model of a complete circuit with a light bulb, including all parts of the system. Now draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit."

Updated Text: "First, model of a complete circuit with a light bulb, including all parts of the system. Then, draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 220

Location: Column 2, Safety, sentence 5

Original Text: N/A

Updated Text: "Do not to touch the fan when the blades are spinning."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 263

Location: Paragraph 2

Original Text: "Rainbows form when there is change in the atmosphere and rain in the area. Rain refracts light. When sunlight is refracted on rain, we see a bending of colors that we call a rainbow."

Updated Text: "Rainbows form when there are water droplets in the air and sunlight is present. Water droplets change the light from the sun by reflection and refraction. When sunlight is refracted in this way, we see a bending of colors that we call a rainbow."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 287

Location: Column 2, Materials, bullet points and preparation tips

Original Text: . a large baking pan or roaster . water . sand "Test the model ahead of time to determine how many books are needed to elevate the pan such that the investigation will work as intended."

Updated Text: . a large baking pan or roaster • a paper towel roll cut in half • aluminum foil • water • sand "Test the model ahead of time to determine how many books are needed. Cut the paper towel rolls in half vertically, long way and cover the bottom with aluminum for protection. "

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 300

Location: Column 2, Materials, bullet points and preparation tips

Original Text: . a large baking pan or roaster . water . sand "Test the model ahead of time to determine how many books are needed to elevate the pan such that the investigation will work as intended."

Updated Text: . a large baking pan or roaster • a paper towel roll cut in half • aluminum foil • water • sand "Test the model ahead of time to determine how many books are needed to elevate the pan such that the investigation will work as intended."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 301

Location: Column 1, step 1 paragraph

Original Text: "Two-thirds of the pan’s surface should be covered with sand. If students are unsure what the proportions look like, discuss how to divide the pan into thirds. Have students share whether a pan has too much or not enough sand in it."

Updated Text: "Two-thirds of the paper towel roll half should be filled with sand. Make sure students pat down the sand. If that is difficult for them, you can add a bit of water to the sand, so that it stays in place when tilting the roll. "

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 333

Location: Column 2, Day 4, Preparation Tips, sentence 4

Original Text: N/A

Updated Text: "Pill bugs may be used in place of earthworms. Fish can live multiple years in an aquarium with proper care. If you cannot commit to maintaining the aquarium, instruct students to build terrariums. As an alternative, many larger aquarium facilities offer live stream videos of their aquariums. You can find one of these online so students can conduct their observations."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 346

Location: Column 2, Preparation Tips, sentence 4

Original Text: N/A

Updated Text: "Pill bugs may be used in place of earthworms. Fish can live multiple years in an aquarium with proper care. If you cannot commit to maintaining the aquarium, instruct students to build terrariums. As an alternative, many larger aquarium facilities offer live stream videos of their aquariums. You can find one of these online so students can conduct their observations."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 5***
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 36

Location: Top of page

Original Text: N/A

Updated Text: "Many observable or testable physical properties can be used to compare and contrast matter besides those explored in the investigations. For example, some matter is solid, such as rocks. Solids have a fixed volume and do not take the shape of their container. Liquids like water also have a fixed volume, but they will take the shape of a container. For example, milk poured out of a carton into a glass changes its shape. Gases like air do not have a fixed volume. They will spread out to fill whatever container they are in. Another property that can be used to compare and contrast matter is magnetism. A magnet will pull metal paper clips towards itself. Most nonmetals, such as plastic and wood, will not be attracted by a magnet."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 368

Location: Column 1, Support for Student Answers, Sample Answer

Original Text: "When the moose population increased, the wolf population would also increase because they would have more food. The larger wolf population would mean that they would eat more moose, causing the moose population to decrease. When the moose population was smaller, the wolf population would also decrease because they would have less food."

Updated Text: "When the wolf population decreased between 1980 to 1990, the moose population increased. When the moose population increased after 2010, the wolf population began to increase. This was likely because they had more

food. The larger wolf population would mean that they would eat more moose, causing the moose population to decrease."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 5***
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 386

Location: Materials, add after first bullet point

Original Text: N/A

Updated Text: "• a paper towel roll cut in half • aluminum foil"

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 5***
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 387

Location: Step 1, Step 2, step 3 and step 4 paragraphs

Original Text: "Step 1 Use proportions to set up your model. Partially fill up your roasting pan so that it is about two-thirds full of sand. Leave the bottom one-third of your pan empty. Step 2 Use your finger to draw a "river" into your sand. Then, use your books to elevate the sandy side of your roasting pan. Step 3 Use the sequence map later in this activity to show what your roasting pan currently looks like. Step 4 Put on your goggles. Slowly pour two cups of water near the top of the pan into your river. Watch what happens along the river and at the base of the pan."

Updated Text: "Step 1 Use proportions to set up your model river. Cover the inside of the paper towel roll with aluminum foil. Partially fill up your paper towel roll so that it is about two-thirds full of sand. Make sure the sand is about 5–7 cm deep. Pat down the sand so it does not move. Step 2 Then, use your books to elevate one side of the paper towel roll. Pour water in the bottom of your roasting pan to form an “ocean”. Place the paper towel roll so the lower end rests in the pan and the river drains into the ocean. Step 3 Use the sequence map later in this activity to show what your model currently looks like. Step 4 Put on your goggles. Slowly pour two cups of water a little bit at a time near the top of the paper towel roll into your river. Watch what happens along the river and at the base of the pan in the ocean."

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ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 388

Location: Step 6, step 7, step 8 paragraphs

Original Text: " Step 6 Wearing your safety goggles, use the cup to remove most of the lake that has formed at the bottom of your pan. Be careful not to disturb the sediment at the bottom of the river. Draw what you see in your sequence map. Step 7 Repeat Steps 4–6 until you have poured 10 total cups down your pan. Step 8 Make sure to draw your final river in your sequence map."

Updated Text: "Step 6 Repeat Steps 4−5 until you have poured 10 total cups down your pan. When you repeat the steps, try to change how you pour the water. Pour it faster or slower. Record this on your sequence map. Step 7 Make sure to draw the final state of your model in your sequence map."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 413

Location: Column 1, Step 6, sentence 4

Original Text: N/A

Updated Text: "Slices must be very thin to analyze with the microscope. Prepared slides with plant samples can be used in place of student-collected samples.

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 428

Location: TEKS ITEM ANALYSIS Table, Item 5 Column

Original Text: [column for Item 5 and correlations to standards]

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 429

Location: Column 1, Day 7, People in Science

Original Text: "Dr. Charles Henry Turnel"

Updated Text: "Dr. Charles Henry Turner"

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 429

Location: Column 1, Day 7, People in Science

Original Text: "Dr. May Berendaum"

Updated Text: "Dr. May Berenbaum"

Component: *HMH Into Science Texas Teacher Guide Grade 5*
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 434

Location: Column 1, What Do You Already Know?, Activate Prior Knowledge, sentence 1

Original Text: "Activate Prior Knowledge by having students explore animal traits by watching the video."

Updated Text: "Activate Prior Knowledge by having students explore animal traits by exploring the photos."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 435

Location: Column 2, Support for Student Answers, I Notice

Original Text: "What do you notice about the turtle hatchlings?"

Updated Text: "What do you notice about how the hatched turtles find their way to the ocean?"

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 435

Location: Column 2, Support for Student Answers, I Wonder

Original Text: "What do you wonder about turtle hatchlings?"

Updated Text: "What do you wonder about how and why the hatched turtles move toward the ocean?"

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 442

Location: Column 2, Performance Indicators, Item 3

Original Text: "develop a model of a nest that will increase a bird’s chances of survival"

Updated Text: "plan a nest that will increase a bird’s chances of survival"

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 448

Location: Column 2, Animal Behaviors, Support for Student Answers, sentence 1

Original Text: "Use your observations, and drag and drop each type of behavior into the correct column."

Updated Text: "Use your observations, and label each behavior with the correct behavior type."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 449

Location: Column 2, Exit ticket, Support for Student Answers, sentence 3

Original Text: "Adult birds build nests in trees—to hide from predators on the ground."

Updated Text: "Adult birds build nests in trees—to protect young from predators on the ground."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 449

Location: Column 2, Exit ticket, Support for Student Answers, sentence 2

Original Text: "Turtle young hatches and runs toward the sea—to escape predators."

Updated Text: "Turtle young hatch and crawl toward the sea—to escape predators."

Component: ***HMH Into Science Texas Teacher Guide Grade 5***
ISBN: 9780358841586

Type: Editorial Change

Current Page Number(s): p. 453

Location: Column 2, Vocabulary, Apply, sentence 2

Original Text: "For example, when they make a claim, they might say that instinctual behaviors can be learned by animals."

Updated Text: "For example, when they make a claim, they might say that instinctual behaviors in animals are inherited, not learned."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 5***
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 569

Location: Step 2, sentence 3

Original Text: "paper, in the table record the time it took to complete the puzzle."

Updated Text: "In the table, record the time it took to complete the puzzle."

Component: ***HMH Into Science Texas Student Edition Print Consumable Grade 5***
ISBN: 9780358861683

Type: Editorial Change

Current Page Number(s): p. 584

Location: Column 2, option 4

Original Text: "to hide from predators on the ground"

Updated Text: "to protect young from predators on the ground"

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Type: Editorial Change

Current Page Number(s): TEKS 5.1-5.5 Skills & Themes Bank p. 12

Location: Item 28, Answer Choices

Original Text: "A. 15 minutes B. 30 minutes C. 45 minutes D. 60 minutes"

Updated Text: "A. 1/4 = 15/60, B. 1/4 = 30, C. 60 - 1/4 = 45, D. 15 + 15 + 15 + 15 = 60. "

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Type: Editorial Change

Current Page Number(s): TEKS 5.1-5.5 Skills & Themes Bank, p. 12

Location: Item 29, Answer Choice A

Original Text: A. "A. 25"

Updated Text: "A. 10"

Component: ***HMH Into Science Texas Student License Digital Grade 5***
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.12.B, Day 3, Screen 7

Location: Bottom of Screen, Sample Answer

Original Text: "When the moose population increased, the wolf population would also increase because they would have more food. The larger wolf population would mean that they would eat more moose, causing the moose population to decrease. When the moose population was smaller, the wolf population would also decrease because they would have less food."

Updated Text: "When the wolf population decreased between 1980 to 1990, the moose population increased. When the moose population increased after 2010, the wolf population began to increase. This was likely because they had more food. The larger wolf population would mean that they would eat more moose, causing the moose population to decrease."

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ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.12.C, Day 2, Screen 5

Location: Bottom of Page, Sample Answer 2, sentence 1

Original Text: "...food for the native fish after the second feeding."

Updated Text: "...food for the native fish after the fourth round of feeding."

Component: ***HMH Into Science Texas Student License Digital Grade 5***
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.13.B, Day 7, Screen 3

Location: Dr. May Berenbaum, paragraph 1, sentence 2

Original Text: "She has studied how certain insects choose honey made from different flowers..."

Updated Text: "She has studied how bees choose honey made from different flowers"

Component: ***HMH Into Science Texas Student License Digital Grade 5***
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.7.B, Day 2, Screen 2

Location: Middle of Screen, paragraph 2

Original Text: "In this activity, you are going to plan and conduct an experiment to determine how a ramp affects the amount of force needed."

Updated Text: "In this activity, you are going to plan and conduct an experiment to determine how a ramp affects the amount of force needed to move a car uphill."

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.7.B, Day 2, Screen 3

Location: Top of Screen, Step 1, paragraph 1

Original Text: "Plan an experimental investigation to determine how the height and length of a ramp affects the amount of force needed to move a toy car."

Updated Text: "Plan an experimental investigation to determine how the height and length of a ramp affects the amount of force needed to move a toy car up a ramp."

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.7.B, Day 3, Screen 3

Location: Top of Screen, Step 4

Original Text: "Conduct the ramp height investigation you designed in Part 1."

Updated Text: "Review the ramp height investigation you designed in Part 1."

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.B Day 3, Screen 3

Location: Bottom of Screen, paragraph 2, sentence 1

Original Text: "Model of a complete circuit with a light bulb, including all parts of the system. Now draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit."

Updated Text: "First, model of a complete circuit with a light bulb, including all parts of the system. Then, draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit."

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.B Day 4, Screen 3

Location: Bottom of Screen, Table, Column 3

Original Text: N/A

Updated Text: "Energy Transformations"

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.B Day 5, Screen 2

Location: Paragraph 3, Ask a Question

Original Text: "Ask a Question How can a switch redirect the flow of electric current?"

Updated Text: "Ask a Question about how a switch can redirect the flow of electric current."

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.B, Day 4, Screen 2

Location: Bottom of Screen, Column 2, Safety, sentence 5

Original Text: N/A

Updated Text: "Do not to touch the fan when the blades are spinning."

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.C Day 6, Screen 4

Location: Top of Screen, Paragraph 2

Original Text: "Rainbows form when there is change in the atmosphere and rain in the area. Rain refracts light. When sunlight is refracted on rain, we see a bending of colors that we call a rainbow."

Updated Text: "Rainbows form when there are water droplets in the air and sunlight is present. Water droplets change the light from the sun by reflection and refraction. When sunlight is refracted in this way, we see a bending of colors that we call a rainbow."

Component: *HMH Into Science Texas Teacher License Digital Grade 5*
ISBN: 9780358860235

Type: Editorial Change

Current Page Number(s): Weather and the Water Cycle (TEKS 5.10.A) Quiz, p. 1

Location: Item 3, Answer Choices A, B, C, and D

Original Text: "A. Heat from the sun decreases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming cumulonimbus clouds. B. Heat from the sun increases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming cumulonimbus clouds. C. Heat from the atmosphere increases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming cumulonimbus clouds. D. Heat from the ocean increases the temperature of the atmosphere, causing water to condense; then the water vapor cools and evaporates, forming cumulonimbus clouds."

Updated Text: "A. Student one explains that heat from the sun decreases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming clouds. B. Student two explains that heat from the sun increases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming clouds. C. Student three explains that heat from the atmosphere increases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming clouds. D. Student four explains that heat from the ocean increases the temperature of the atmosphere, causing water to condense; then the water vapor cools and evaporates, forming clouds."

Feedback and Publisher Responses

Component: ***HMH Into Science Texas Student License Digital Grade 5***
ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.10.B, Day 2, Screen 2

URL:

View Content

Feedback Text: The disadvantages could be discussed when suggestions are made about adding another book. The change in the layers will be so minimal overnight that the kids may not even notice it. This should be explicitly stated so that they look for and make that important connection. The equally important limitations are the amount of time and pressure needed to actually produce a noticeable change.

Publisher Response: HMH will make changes to the Teacher Guide supporting this activity to help students understand the full advantages and disadvantages of the model. On Teacher Guide, p. 268, column 2, the paragraph entitled “Set Goals” will be deleted and replaced with this new text: “Lead a Group Discussion: As a class, read the steps of the activity to preview the model students will build and use. For steps 5 and 6, lead a group discussion about the advantages and limitations of the models. Some examples of advantages are that students can observe phenomena in a short term and at a small scale using the model. Some disadvantages of the model are that the phenomena students observe will not perfectly parallel the formation of sedimentary rocks since models include much less pressure over much less time.” To help students observe the change, HMH will add “marker” to the materials list on Day 2, Screen 3 (Student Edition p. 340) and related materials lists on Teacher Guide, p. 263 and 268. On Day 2, Screen 5 (Student Edition p. 342), HMH will add a sentence to the end of Step 4 to say “Use a marker to mark the level of the chalk on the side of the cup.” Also on Day 2, Screen 5 (Student Edition p. 342), HMH will add a sentence to the end of Step 5: “Use a marker to mark the level of the chalk on the side of the cup again, now that the book has been added.”

Component: ***HMH Into Science Texas Student License Digital Grade 5***
ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.10.C, Day 3, Screen 4

URL:

View Content

Feedback Text: Distinctly add opportunity for students to learn limitations within this activity. Include probing question at step 5.

Publisher Response: HMH will separate the Develop Explanations Short Answer interactivity into two separate items (Day 3, Screen 4 and Student Edition p. 383). “Develop Explanations What are some advantages of your model? What changes did the model help you see?” and “Develop Explanations What are some disadvantages of your model? How did your model differ from what happens in nature?” For the advantages question, the Sample Answer will be “My model helped me see how water weathered and eroded a channel in the packed sand. An advantage to my model is I can explore how water forms canyons in a short time on a small scale.” For the disadvantages question, the Sample Answer will be “In my model, I used packed sand, which wears away more easily than rock would in nature. This is a disadvantage in my model because it limits how accurate the model is.”

Component: ***HMH Into Science Texas Student License Digital Grade 5***
ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.12.A, Day 2, Screen 5

URL:

View Content

Feedback Text: This drives home why the use of scale is important.

Publisher Response: HMH thanks the panelists for this comment.

Component: ***HMH Into Science Texas Student License Digital Grade 5***
ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.12.B, Day 2, Screen 3

URL:

View Content

Feedback Text: Great example of tree map and manipulatives

Publisher Response: HMH thanks the panelists for this comment.

Component: ***HMH Into Science Texas Student License Digital Grade 5***
ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.12.C, Day 3, Screen 3

URL:

View Content

Feedback Text: In step 3 have students to collaborate to practice the concept of determining if human activity is harmful or beneficial.

Publisher Response: HMH will add a sentence at the end of Step 3, paragraph 1: “With a partner, discuss and organize your findings based on whether the activities are harmful or beneficial to the ecosystem.”

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ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.7.A, Day 4, Screen 6

URL:

View Content

Feedback Text: I see that the text allows leeway in accuracy while trying to record this data, but taking measurements on the distance between bounces can be extremely difficult for 5th graders trying to complete this investigation in a classroom with many other students doing the same thing. (trying to measure a bouncing ball across the room) I think you can visualize the chaos. There are other options where the kids can receive the same learning with more attention to the validity of their data and without interfering with other students who are also completing the investigation at the same time. (a simple car down the ramp from different exact points) Driving home the learning has to be the most important element.

Publisher Response: HMH will add additional support for the teacher. In the Teacher Guide, p. 109, top of column 2, HMH will add “PAGE 135 Step 10 This step works best if students work in groups of three. Each student can then be responsible for observing the location for one of the bounces: first, second, or third. Remind students that their measurements do not need to be exact as they are mostly looking for patterns. If students struggle with pressure to

achieve exact measurements, have them pay attention to only the multiples of 5 on the meterstick, noting the location of each bounce to the nearest 5 cm."

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.7.A, Day 5, Screen 3

URL:

View Content

Feedback Text: Again, on this activity, unbalanced forces cause this energy transfer and motion. The use of unequal and unbalanced are getting tangled up, especially for 5th graders. Refer to your instruction on p. 123.

Publisher Response: HMH will change all references to "equal" to "balanced" and all references to "unequal" to "unbalanced" throughout the content. HMH will not add discussions of balanced forces maintaining constant motion that is already in progress. The absence of motion is a pattern of motion caused by balanced forces, which is presented in the lesson and addresses the G5 TEKS. Newton's Laws of Motion are not covered until Grades 6–8. The understanding of constant motion under the influence of balanced forces relies on background knowledge of Newton's Laws of Motion. Understanding concepts that rely on Newton's Laws of Motion is beyond the scope of the Grade 5 TEKS and not pedagogically appropriate at Grade 5.

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.7.A, Day 6, Screen 7

URL:

View Content

Feedback Text: Confusing. Do you mean during trials? Applied at the same time?

Publisher Response: HMH will change "equal" to "unbalanced". HMH will change the sample answer to "My claim is that unbalanced forces transfer energy to objects. My evidence is that I put a force on the balloon when I stretched it, and the balloon put a force on the ball that caused the ball to move. My reasoning is that the energy of the ball moving came from the force of the balloon which came from the force of my hand." These changes will also be made in the Student Edition p. 146 and Teacher Guide p. 117.

Component: *HMH Into Science Texas Student License Digital Grade 5*
ISBN: 9780358859758

Page Number(s): TEKS Lesson 5.9.A, Day 5, Screen 3

URL:

View Content

Feedback Text: It is suggested to take out the language that tells the kids to put on their eye protection. In 5th grade science safety standards, that would mean goggles, not sunglasses.

Publisher Response: The Safety instructions on Day 5, Screen 2 (Student Edition p. 287) call for "tinted eye protection," which would include sunglasses. HMH will add "tinted eye protection" to the activity materials on Screen 2 as well, as they are necessary safety equipment. HMH will also add the word "tinted" to "eye protection" in Step 3 of Screen 3.

Component: *HMH Into Science Texas Teacher License Digital Grade 5*
ISBN: 9780358860235

Page Number(s): G5 skills bank, Item 26

URL:

View Content

Feedback Text: Add background stimulus information regarding, penicillin.

Publisher Response: HMH will add a sentence at the beginning of the prompt: “Penicillin is a medication used by doctors to treat people with specific illnesses and infections.”

Component: *HMH Into Science Texas Teacher License Digital Grade 5*
ISBN: 9780358860235

Page Number(s): G5 skills bank, Item 26

URL:

View Content

Feedback Text: More information is needed for kids who may not know what penicillin is.

Publisher Response: HMH will add a sentence at the beginning of the prompt: “Penicillin is a medication used by doctors to treat people with specific illnesses and infections.”

Component: *HMH Into Science Texas Teacher License Digital Grade 5*
ISBN: 9780358860235

Page Number(s): TEKS 5.11 Test, Item 3

URL:

View Content

Feedback Text: The impact on society could be negative by making man-made parts for the guitar that could end up in a landfill. (not biodegradable) Due to the subjectiveness of this scenario, it will be hard to determine right and wrong in student answers. How will credit be given for this question? Again, too subjective and based on opinion, not scientifically factual where students can acquire and use fundamental knowledge to form an accurate answer that is definitively correct.

Publisher Response: HMH will edit item 3 to delete solution 3 “3. Use human-made materials to make the guitar neck instead of using ebony.” HMH will change the question to “Explain how Solutions 1 and 2 minimize the environmental impact of making guitars AND how that might impact society.” HMH will remove solution 3 from the rubric and edit solutions 1 and 2 as follows: “To obtain full credit, the student will correctly explain solutions to minimize environmental impact from the use of natural resources (TEKS 5.11.A) and how an innovative solution might impact society (TEKS 5.4.A). Exemplar response: TEKS 5.11.A: Solutions 1 and 2 will minimize environmental impacts. Planting more ebony trees and minimizing wood waste protects the rainforest ecosystem and minimizes the environmental impact of cutting down ebony trees. This ensures that ebony trees which are important to the rainforest ecosystem continue to be available in the rainforest. TEKS 5.4.A: Solutions 1 and 2 will impact society because planting more trees makes sure that ebony trees continue to be available for people to make and sell guitars. Addtionally, rubrics are provided for these items. To obtain partial credit, the student correctly explains that replacing the trees and using fewer trees will mean more ebony trees growing in the future OR correctly explains that society will be impacted by having more trees available for future use. Student will receive 0 points if they are unable to explain that replacing the trees and using fewer trees will mean more ebony trees growing in the future and explain that society will be impacted by having more trees to use in the future.”

Component: *HMH Into Science Texas Teacher License Digital Grade 5*
ISBN: 9780358860235

Page Number(s): TEKS 5.11 Test, Item 3

URL:

View Content

Feedback Text: Same feedback as previously stated.

Publisher Response: HMH will edit item 3 to delete solution 3 “3. Use human-made materials to make the guitar neck instead of using ebony.” HMH will change the question to “Explain how Solutions 1 and 2 minimize the environmental impact of making guitars AND how that might impact society.” HMH will remove solution 3 from the rubric and edit solutions 1 and 2 as follows: “To obtain full credit, the student will correctly explain solutions to minimize environmental impact from the use of natural resources (TEKS 5.11.A) and how an innovative solution might impact society (TEKS 5.4.A). Exemplar response: TEKS 5.11.A: Solutions 1 and 2 will minimize environmental impacts. Planting more ebony trees and minimizing wood waste protects the rainforest ecosystem and minimizes the environmental impact of cutting down ebony trees. This ensures that ebony trees which are important to the rainforest ecosystem continue to be available in the rainforest. TEKS 5.4.A: Solutions 1 and 2 will impact society because planting more trees makes sure that ebony trees continue to be available for people to make and sell guitars. Addtionally, rubrics are provided for these items. To obtain partial credit, the student correctly explains that replacing the trees and using fewer trees will mean more ebony trees growing in the future OR correctly explains that society will be impacted by having more trees available for future use. Student will receive 0 points if they are unable to explain that replacing the trees and using fewer trees will mean more ebony trees growing in the future and explain that society will be impacted by having more trees to use in the future.”

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Page Number(s): TEKS 5.12.C Quiz, Item 4

URL:

View Content

Feedback Text: Why not include the fish ladders that have been added to dams for decades so that the standard is more balanced in representing its position on how humans do things that are beneficial as well?

Publisher Response: HMH will add a new sentence after the first sentence. “Some dams include fish ladders or fishways which allow fish to move over or around the dam, which can _____.” A new answer option will also be added “E. let fish continue migrating” to be the answer for that sentence.

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ISBN: 9780358860235

Page Number(s): TEKS 5.7. Test, Item 2

URL:

View Content

Feedback Text: Why isn't this being taught as energy transfer and motion due to unbalanced forces? Balanced and unbalanced forces were your highlighted vocabulary words.

Publisher Response: HMH will edit the answer options to read as follows: “A. The forces are unbalanced. The teacher has more force than the students, causing a transfer of energy and the motion of the teacher. B. The forces are unbalanced. The students have more force than the teacher, causing a transfer of energy and the motion of the teacher. C. The forces are balanced. Energy is transferred from the teacher to the students, causing the motion of the students and the teacher. D. The forces are balanced. The motion and energy of the teacher is the same as the motion and energy of the students.”

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Page Number(s): TEKS 5.7. Test, Item 9

URL:

View Content

Feedback Text: Same notation as previously entered referring to balanced forces in this situation.

Publisher Response: HMH will change all references to “equal” to “balanced” and all references to “unequal” to “unbalanced” throughout the content. HMH will not add discussions of balanced forces maintaining constant motion that is already in progress. The absence of motion is a pattern of motion caused by balanced forces, which is presented in the lesson and addresses the G5 TEKS. Newton’s Laws of Motion are not covered until Grades 6–8. The understanding of constant motion under the influence of balanced forces relies on background knowledge of Newton’s Laws of Motion. Understanding concepts that rely on Newton’s Laws of Motion is beyond the scope of the Grade 5 TEKS and not pedagogically appropriate at Grade 5.

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9780358860235

Page Number(s): TEKS 5.7.A Quiz, Item 1

URL:

View Content

Feedback Text: The vocabulary interchanges unequal forces from the SE to unbalanced forces on the quiz item. Is that what you meant to do? Are these two ideas interchangeable or separate learning targets? Why do they both have their own SE if they are?

Publisher Response: HMH will retain “unbalanced” language in the quiz for scientific accuracy and to match the changes being made to the student lesson in response to Citation #3949836.

Publisher: Houghton Mifflin Harcourt

Science, Grade 6

Program: HMH Into Science Texas Hybrid Classroom Package Grade 6: TEKS

Editorial Changes

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 105

Location: new direction line for set of 5 images

Original Text: n/a

Updated Text: Look at the images for examples of the forces presented in this lesson.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 105

Location: new direction line for set of 5 images

Original Text: n/a

Updated Text: Look at the images for examples of the forces presented in this lesson.

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 108

Location: Column 2, Lab Facilitation, Step 6, after 2nd sentence

Original Text: N/A

Updated Text: "Remind students to wear safety goggles at all times during the activity."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 108

Location: Column 2, Lab Facilitation, Step 6, after 2nd sentence

Original Text: N/A

Updated Text: "Remind students to wear safety goggles at all times during the activity."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 119

Location: new Step 8 after Step 7

Original Text: N/A

Updated Text: "STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible. Use the following to help optimize your design • model from STEP 1 • data from your investigation • results of your classmates • understanding of how multiple forces can act on and affect an object"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 119

Location: new Step 8 after Step 7

Original Text: N/A

Updated Text: "STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible. Use the following to help optimize your design • model from STEP 1 • data from your investigation • results of your classmates • understanding of how multiple forces can act on and affect an object"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 12

Location: Column 1, top of page

Original Text: N/A

Updated Text: "Comparing the Shape and Volume of Different States of Matter"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 12

Location: Column 1, top of page

Original Text: N/A

Updated Text: "Comparing the Shape and Volume of Different States of Matter"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 120

Location: Column 1, Lab Facilitation, Before the Lab, after 2nd sentence

Original Text: N/A

Updated Text: "Remind students to wear safety goggles at all times during the activity."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 120

Location: Column 1, Lab Facilitation, Before the Lab, after 2nd sentence

Original Text: N/A

Updated Text: "Remind students to wear safety goggles at all times during the activity."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 121

Location: Column 2, Setup, add bullet to end

Original Text: N/A

Updated Text: "• Collect empty plastic bottles from students or work with the school cafeteria to source this material. Make sure bottles are clean and have lids or caps."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 121

Location: Column 2, top of page, above text

Original Text: N/A

Updated Text: Image of soap scum

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 121

Location: Column 2, Setup, add bullet to end

Original Text: N/A

Updated Text: "• Collect empty plastic bottles from students or work with the school cafeteria to source this material. Make sure bottles are clean and have lids or caps."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 121

Location: Column 2, top of page, above text

Original Text: N/A

Updated Text: Image of soap scum

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 13

Location: Column 1, Sense-Making

Original Text: "Modeling how molecules react allows students..."

Updated Text: "Modeling how molecules move allows students..."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 13

Location: Column 1, Sense-Making

Original Text: "Modeling how molecules react allows students..."

Updated Text: "Modeling how molecules move allows students..."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 134

Location: Column 1, Build a Card Tower, Materials

Original Text: "Materials (per individual)"

Updated Text: "Materials (per pair)"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 134

Location: Column 1, Build a Card Tower, Materials

Original Text: "Materials (per individual)"

Updated Text: "Materials (per pair)"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 136

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of hoverboard

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 136

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of hoverboard

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 14

Location: Column 2, Quick Lab Scoring Criteria, bullet 3

Original Text: "Students recognized differences in the substance of different states of matter."

Updated Text: "Students recognized differences in the structure of different states of matter."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 14

Location: Column 2, Quick Lab Scoring Criteria, bullet 3

Original Text: "Students recognized differences in the substance of different states of matter."

Updated Text: "Students recognized differences in the structure of different states of matter."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 141

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of student pulling book on table

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 141

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of student pulling book on table

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 142

Location: List of vocabulary terms, bottom half of page

Original Text: kinetic energy; potential energy; gravitational potential energy

Updated Text: chemical potential energy; elastic potential energy; gravitational potential energy; kinetic energy; potential energy

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 142

Location: List of vocabulary terms, bottom half of page

Original Text: kinetic energy; potential energy; gravitational potential energy

Updated Text: chemical potential energy; elastic potential energy; gravitational potential energy; kinetic energy; potential energy

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 143

Location: Paragraph below SAFETY icons

Original Text: When you move through the air, you can feel something like wind pushing against you. This is the air resisting your motion through the air. Air resistance acts on all objects moving through the air.

Updated Text: n/a [delete paragraph]

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 143

Location: Paragraph below SAFETY icons

Original Text: When you move through the air, you can feel something like wind pushing against you. This is the air resisting your motion through the air. Air resistance acts on all objects moving through the air.

Updated Text: n/a [delete paragraph]

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 15

Location: Column 2, Check Your Learning First paragraph after EVALUATE

Original Text: "The image showing the particles packed close together and not moving is the solid. In the image showing the liquid, the particles are close together but can move freely. In the image showing the gas, the particle is far apart from other particles and can move freely."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 15

Location: Column 2, Check Your Learning First paragraph after EVALUATE

Original Text: "The image showing the particles packed close together and not moving is the solid. In the image showing the liquid, the particles are close together but can move freely. In the image showing the gas, the particle is far apart from other particles and can move freely."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 155

Location: Column 1, Image

Original Text: Image of hovercraft

Updated Text: Image of hoverboard

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 155

Location: Column 1, Image

Original Text: Image of hovercraft

Updated Text: Image of hoverboard

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 158

Location: Bottom of page, below Driving Question box

Original Text: n/a

Updated Text: As you explore the lesson, gather data that might be used as evidence to answer the Driving Question. You can use this space to record your data.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 158

Location: Bottom of page, below Driving Question box

Original Text: n/a

Updated Text: As you explore the lesson, gather data that might be used as evidence to answer the Driving Question. You can use this space to record your data.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 16

Location: Column 2, Short on Time

Original Text: "Short on Time Have one student or student group conduct the activity, and then hold a class discussion about it."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 16

Location: Column 2, Short on Time

Original Text: "Short on Time Have one student or student group conduct the activity, and then hold a class discussion about it."

Updated Text: N/A

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 164

Location: Part 2: Half-Pipe, Procedure, STEP 2, MOVE TO p. 165 top.

Original Text: "Explore with the materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights."

Updated Text: "Explore the provided materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights. Record your observations."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 164

Location: Part 2: Half-Pipe, Procedure, STEP 2, MOVE TO p. 165 top.

Original Text: "Explore with the materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights."

Updated Text: "Explore the provided materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights. Record your observations."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 165

Location: Column 1, Differentiation: Challenge

Original Text: "Differentiation: Challenge For students who finish early and could benefit from extra challenge, have them improve the design of their parachute based on their analysis. This is part of the test and optimize steps in an engineering design process."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 165

Location: Column 1, Differentiation: Challenge

Original Text: "Differentiation: Challenge For students who finish early and could benefit from extra challenge, have them improve the design of their parachute based on their analysis. This is part of the test and optimize steps in an engineering design process."

Updated Text: N/A

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 166

Location: STEP 1

Original Text: Read about Antarctic krill and their ecosystem. Take notes to keep track of the relationship between organisms.

Updated Text: In the digital Interactive Lesson, watch the video about Antarctic krill and their ecosystem. Take notes as you watch to keep track of the relationships between organisms. Record your notes.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 166

Location: Blue band at top of page, second paragraph below lab title

Original Text: n/a

Updated Text: Analyze your model to answer questions about how energy is transferred throughout the web.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 166

Location: STEP 1

Original Text: Read about Antarctic krill and their ecosystem. Take notes to keep track of the relationship between organisms.

Updated Text: In the digital Interactive Lesson, watch the video about Antarctic krill and their ecosystem. Take notes as you watch to keep track of the relationships between organisms. Record your notes.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 166

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of skydiver

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 166

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of skydiver

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 166

Location: Blue band at top of page, second paragraph below lab title

Original Text: n/a

Updated Text: Analyze your model to answer questions about how energy is transferred throughout the web.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 169

Location: new support for added Step 8

Original Text: N/A

Updated Text: "STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible. Use the following to help optimize your design • model from STEP 1 • data from your investigation • results of your classmates • understanding of how multiple forces can act on and affect an object [answer] When I compared my parachute and data with those from other groups, I discovered that parachutes with a larger area generally help the object fall slower. To improve my parachute, I would try making it larger, but also more rectangular. This might help air increase air resistance and increase the upward force on the parachute, which would increase the amount of time it takes for the object to fall."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 169

Location: new support for added Step 8

Original Text: N/A

Updated Text: "STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible. Use the following to help optimize your design • model from STEP 1 • data from your investigation • results of your classmates • understanding of how multiple forces can act on and affect an object [answer] When I compared my parachute and data with those from other groups, I discovered that parachutes with a larger area generally help the object fall slower. To improve my parachute, I would try making it larger, but also more rectangular. This might help air increase air resistance and increase the upward force on the parachute, which would increase the amount of time it takes for the object to fall."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 173

Location: Trebuchet image at top of page

Original Text: [single image with no labels]

Updated Text: [new labels on first image of trebuchet] latch; throwing arm; sling with payload; counterweight; Trebuchet before launch [new second image of trebuchet] Trebuchet after launch

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 173

Location: Trebuchet image at top of page

Original Text: [single image with no labels]

Updated Text: [new labels on first image of trebuchet] latch; throwing arm; sling with payload; counterweight; Trebuchet before launch [new second image of trebuchet] Trebuchet after launch

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 18

Location: Column 1, Differentiation: Extra Support

Original Text: "Differentiation: Extra Support Make a list of gases students are familiar with, such as oxygen, carbon monoxide, and helium. Explain that not all gases have a smell people can detect, which makes poisonous gases like carbon monoxide so dangerous. Discuss students' favorite smells, like bread baking or onions cooking. Explain that certain activities like cooking and mowing the grass release gases that can have distinctive pleasant or unpleasant smells"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 18

Location: Column 1, Differentiation: Extra Support

Original Text: "Differentiation: Extra Support Make a list of gases students are familiar with, such as oxygen, carbon monoxide, and helium. Explain that not all gases have a smell people can detect, which makes poisonous gases like carbon monoxide so dangerous. Discuss students' favorite smells, like bread baking or onions cooking. Explain that certain activities like cooking and mowing the grass release gases that can have distinctive pleasant or unpleasant smells"

Updated Text: N/A

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 186

Location: Question 3, first sentence

Original Text: "The person moves the end of the spring coil toy forward and back in the same direction as the length of the toy."

Updated Text: "The person moves the end of the spring coil toy up and down in a direction perpendicular to the length of the toy."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 186

Location: Question 3, first sentence

Original Text: "The person moves the end of the spring coil toy forward and back in the same direction as the length of the toy."

Updated Text: "The person moves the end of the spring coil toy up and down in a direction perpendicular to the length of the toy."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 191

Location: Last sentence of first paragraph under "Can You Explain It?"

Original Text: n/a

Updated Text: In the digital Interactive Lesson, watch the video of the sun going across the sky on a winter day.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 191

Location: Last sentence of first paragraph under "Can You Explain It?"

Original Text: n/a

Updated Text: In the digital Interactive Lesson, watch the video of the sun going across the sky on a winter day.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 192

Location: Column 1, Part 1: Observe Force Pairs, Hands-On Lab Facilitation, STEP 1, Sentence 3

Original Text: "Students should be mindful not to communicate so all students are comfortable."

Updated Text: "Students should be mindful to communicate so all students are comfortable."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 192

Location: Column 1, Part 1: Observe Force Pairs, Hands-On Lab Facilitation, STEP 1, Sentence 3

Original Text: "Students should be mindful not to communicate so all students are comfortable."

Updated Text: "Students should be mindful to communicate so all students are comfortable."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 193

Location: Column 1, Engineer It! heading

Original Text: "Design a Virtual Ritual Experience"

Updated Text: "Design a Virtual Reality Experience"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 193

Location: Column 1, Engineer It! heading

Original Text: "Design a Virtual Ritual Experience"

Updated Text: "Design a Virtual Reality Experience"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 196

Location: Column 1, Identify, Answer, Bullet 2, Sentence 5

Original Text: "... These are both contact forces."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 196

Location: Column 1, Identify, Answer, Bullet 2, Sentence 5

Original Text: "... These are both contact forces."

Updated Text: N/A

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 199

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 199

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 200

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 200

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 210

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of a diver jumping from a diving board in time-lapse.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 210

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of a diver jumping from a diving board in time-lapse.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 212

Location: Column 2, Roll, Roll, Rollback Can, Setup, after 2nd sentence

Original Text: "... are ideal. Use a nail or a drill..."

Updated Text: "...are ideal. A cardboard oats container or other cardboard tube with ends that are sufficiently large can also be used. Use a nail or a drill..."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 212

Location: Column 2, Roll, Roll, Rollback Can, Setup, after 2nd sentence

Original Text: "... are ideal. Use a nail or a drill..."

Updated Text: "...are ideal. A cardboard oats container or other cardboard tube with ends that are sufficiently large can also be used. Use a nail or a drill..."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 213

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of the roll back can lab setup students will use in the lab

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 213

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of the roll back can lab setup students will use in the lab

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 214

Location: Insert missing text at bottom of page, below images

Original Text: n/a

Updated Text: Take notes about each of the lesson vocabulary terms as you encounter them in the lesson. gravity; tide; neap tide; springtide; tidal bore

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 214

Location: Insert missing text at bottom of page, below images

Original Text: n/a

Updated Text: Take notes about each of the lesson vocabulary terms as you encounter them in the lesson. gravity; tide; neap tide; springtide; tidal bore

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 216

Location: Column 2, Speed, Mass, and Kinetic Energy, Support for Student Answers, Explain Sample answer

Original Text: "The car has more kinetic energy because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct. because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct."

Updated Text: "The car has more kinetic energy because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 216

Location: Column 2, Speed, Mass, and Kinetic Energy, Support for Student Answers, Explain Sample answer

Original Text: "The car has more kinetic energy because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct. because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct."

Updated Text: "The car has more kinetic energy because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 218

Location: Column 2, Use Chemical Energy, Setup

Original Text: "... flexible measuring tape."

Updated Text: "...flexible measuring tape. Advise students to hold the balloon securely while executing their procedure. If needed, adhesive tape may be used to secure the balloon to the bottle."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 218

Location: Column 2, Use Chemical Energy, Setup

Original Text: "... flexible measuring tape."

Updated Text: "...flexible measuring tape. Advise students to hold the balloon securely while executing their procedure. If needed, adhesive tape may be used to secure the balloon to the bottle."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 218

Location: Column 2, Safety Information

Original Text: Lab Safety icons: Safety Goggles, Sharps, Slip Hazard

Updated Text: Lab Safety icons: Safety Goggles, Apron, Gloves, Chemicals, Breakage, Disposal, Hand Washing.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 218

Location: Column 2, Safety Information

Original Text: Lab Safety icons: Safety Goggles, Sharps, Slip Hazard

Updated Text: Lab Safety icons: Safety Goggles, Apron, Gloves, Chemicals, Breakage, Disposal, Hand Washing.

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 219

Location: Column 1, under "Lab Facilitation"

Original Text: Lab Facilitation STEPS 2-3: Review student data tables, and check that students are using personal safety gear.

Updated Text: Lab Facilitation STEPS 2-3: As experimental design is evaluated first between groups and then as a class, reinforce the concepts of independent versus dependent variables and the importance of taking careful measurements and having multiple trials. STEPS 4-5: Review student data tables, and check that students are using personal safety gear. [Renumber remaining steps in the lab to account for added steps; current STEPS 4-5 become new STEPS 6-7.]

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 219

Location: Column 1, under "Lab Facilitation"

Original Text: Lab Facilitation STEPS 2-3: Review student data tables, and check that students are using personal safety gear.

Updated Text: Lab Facilitation STEPS 2-3: As experimental design is evaluated first between groups and then as a class, reinforce the concepts of independent versus dependent variables and the importance of taking careful measurements and having multiple trials. STEPS 4-5: Review student data tables, and check that students are using personal safety gear. [Renumber remaining steps in the lab to account for added steps; current STEPS 4-5 become new STEPS 6-7.]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 225

Location: Blue band at top of page, insert sentence at end of paragraph below lab title

Original Text: n/a

Updated Text: Use your knowledge of tides to plan the best time for this event to take place.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 225

Location: Blue band at top of page, insert sentence at end of paragraph below lab title

Original Text: n/a

Updated Text: Use your knowledge of tides to plan the best time for this event to take place.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 227

Location: new paragraph after Materials list

Original Text: N/A

Updated Text: "The dynamic theory of tides states that the tides on Earth are influenced by constantly changing forces from the sun and moon, as well as the Earth's rotation, and the shape of ocean basins. These factors cause patterns in tides, and each location on Earth has a unique pattern."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 227

Location: new paragraph after Materials list

Original Text: N/A

Updated Text: "The dynamic theory of tides states that the tides on Earth are influenced by constantly changing forces from the sun and moon, as well as the Earth's rotation, and the shape of ocean basins. These factors cause patterns in tides, and each location on Earth has a unique pattern."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 228

Location: Step 4, question text

Original Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. According to the maps you have constructed, what is the earliest time of day you can launch your boat?"

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 228

Location: STEP 6, question text

Original Text: "STEP 6: With your group, discuss the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return."

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group’s decision and the evidence used to support it."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 228

Location: Step 4, question text

Original Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. According to the maps you have constructed, what is the earliest time of day you can launch your boat?"

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 228

Location: STEP 6, question text

Original Text: "STEP 6: With your group, discuss the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return."

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group’s decision and the evidence used to support it."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 236

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of battery and light bulb connected by wires as used in lab setup.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 236

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of battery and light bulb connected by wires as used in lab setup.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 239

Location: Column 1, Science Words, Preview Lesson Vocabulary image hotspot identifiers

Original Text: Image pointers A, B, C, D, and E

Updated Text: Image pointers N/A, D, A, C, and B

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 239

Location: Column 1, Science Words, Preview Lesson Vocabulary text following image

Original Text: "[A] Energy transfer is the movement of energy from one object or place to another. [B] Energy transformation is the process of energy changing from one form into another. [C] A system is a set of interacting parts that work together, sometimes considered distinct from their surroundings only for the purpose of study. [D] An output is information, material, or energy resulting from a system or process. [E] An input is information, material, or energy added to a system or process."ç

Updated Text: "[A] A system is a set of interacting parts that work together, sometimes considered distinct from their surroundings only for the purpose of study. [B] An input is information, material, or energy added to a system or process. [C] An output is information, material, or energy resulting from a system or process. [D] Energy transfer is the movement of energy from one object or place to another. The light energy from the sun transfers to the tree system. In the tree system, this energy transforms into chemical energy in the sugar in the food. Energy transformation is the process of energy changing from one form into another."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 239

Location: Column 1, Science Words, Preview Lesson Vocabulary image hotspot identifiers

Original Text: Image pointers A, B, C, D, and E

Updated Text: Image pointers N/A, D, A, C, and B

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 239

Location: Column 1, Science Words, Preview Lesson Vocabulary text following image

Original Text: "[A] Energy transfer is the movement of energy from one object or place to another. [B] Energy transformation is the process of energy changing from one form into another. [C] A system is a set of interacting parts that work together, sometimes considered distinct from their surroundings only for the purpose of study. [D] An output is information, material, or energy resulting from a system or process. [E] An input is information, material, or energy added to a system or process."ç

Updated Text: "[A] A system is a set of interacting parts that work together, sometimes considered distinct from their surroundings only for the purpose of study. [B] An input is information, material, or energy added to a system or process. [C] An output is information, material, or energy resulting from a system or process. [D] Energy transfer is the movement

of energy from one object or place to another. The light energy from the sun transfers to the tree system. In the tree system, this energy transforms into chemical energy in the sugar in the food. Energy transformation is the process of energy changing from one form into another."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 248

Location: add to bottom of column 1, underneath Identify support

Original Text: n/a

Updated Text: EXPLAIN: What must be true for matter to be conserved in the plant system during photosynthesis? Select all that apply. B. The mass of carbon dioxide and water used in the process must equal the mass of sugar and oxygen produced. C. The number of hydrogen atoms in the reactants must equal the number of hydrogen atoms in the products. D. The mass of carbon in the reactants must equal the mass of carbon in the products. Matter is conserved in the plant system because the type and number of atoms in the products and reactants of photosynthesis are the same.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 248

Location: add to bottom of column 1, underneath Identify support

Original Text: n/a

Updated Text: EXPLAIN: What must be true for matter to be conserved in the plant system during photosynthesis? Select all that apply. B. The mass of carbon dioxide and water used in the process must equal the mass of sugar and oxygen produced. C. The number of hydrogen atoms in the reactants must equal the number of hydrogen atoms in the products. D. The mass of carbon in the reactants must equal the mass of carbon in the products. Matter is conserved in the plant system because the type and number of atoms in the products and reactants of photosynthesis are the same.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 249

Location: add support to first column, before Students as Scientists

Original Text: n/a

Updated Text: EXPLAIN: Explain how matter is conserved in this ecosystem food web. Include an explanation of why the amount of matter that makes up producers may not equal the amount of matter that makes up consumers, but matter is still conserved in the system. Sample answer: When a consumer eats a producer or other consumer, matter is transferred to the consumer. The amount of matter that the consumer takes in is equal to the amount of matter that the consumer uses to build its own body and conduct life processes, plus the matter it releases to the environment as waste. Because organisms release waste to the environment, it may seem like matter is not conserved in a food web. This is one reason the mass of higher-level consumers in a food web is less than the mass of producers and lower-level consumers. But matter was not destroyed. It was transferred to another part of the system.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 249

Location: add support to first column, before Students as Scientists

Original Text: n/a

Updated Text: EXPLAIN: Explain how matter is conserved in this ecosystem food web. Include an explanation of why the amount of matter that makes up producers may not equal the amount of matter that makes up consumers, but matter is still conserved in the system. Sample answer: When a consumer eats a producer or other consumer, matter is transferred to the consumer. The amount of matter that the consumer takes in is equal to the amount of matter that the consumer uses to build its own body and conduct life processes, plus the matter it releases to the environment as waste. Because organisms release waste to the environment, it may seem like matter is not conserved in a food web. This is one reason the mass of higher-level consumers in a food web is less than the mass of producers and lower-level consumers. But matter was not destroyed. It was transferred to another part of the system.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 250

Location: STEP 1, 2nd and 3rd sentences

Original Text: Use a scale of one kilometer to one centimeter. This means 100 kilometer in the real world will be equal to 1 centimeter on your model.

Updated Text: Use a scale of 100 kilometers to one centimeter. This means 100 kilometers in the real world will be equal to 1 centimeter on your model.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 250

Location: STEP 1, 2nd and 3rd sentences

Original Text: Use a scale of one kilometer to one centimeter. This means 100 kilometer in the real world will be equal to 1 centimeter on your model.

Updated Text: Use a scale of 100 kilometers to one centimeter. This means 100 kilometers in the real world will be equal to 1 centimeter on your model.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 255

Location: Diagram of Earth's Layers

Original Text: n/a

Updated Text: [insert missing labels and re-order letters/terms to right so they align vertically with order of layers in diagram] Crust; Crust; Lithosphere (strong); Asthenosphere (weak); Not to scale

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 255

Location: Diagram of Earth's Layers

Original Text: n/a

Updated Text: [insert missing labels and re-order letters/terms to right so they align vertically with order of layers in diagram] Crust; Crust; Lithosphere (strong); Asthenosphere (weak); Not to scale

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 26

Location: Vocabulary list, bottom of page

Original Text: solution; pure substance; heterogeneous

Updated Text: heterogeneous; homogeneous; mixture; physical property; pure substance; solution

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 26

Location: Vocabulary list, bottom of page

Original Text: solution; pure substance; heterogeneous

Updated Text: heterogeneous; homogeneous; mixture; physical property; pure substance; solution

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 261

Location: Column 2, Prerequisite Vocabulary, perpendicular

Original Text: "A perpendicular line is at a right angle, or 90°, from a horizontal line."

Updated Text: "A perpendicular line is at a right angle, or 90°, from another line."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 261

Location: Column 2, Prerequisite Vocabulary, perpendicular

Original Text: "A perpendicular line is at a right angle, or 90°, from a horizontal line."

Updated Text: "A perpendicular line is at a right angle, or 90°, from another line."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 267

Location: New direction line below SAFETY icons

Original Text: n/a

Updated Text: Gather a sample of rocks from your teacher or share rocks you gathered from the local area.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 267

Location: New direction line below SAFETY icons

Original Text: n/a

Updated Text: Gather a sample of rocks from your teacher or share rocks you gathered from the local area.

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 269

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of spring toy used in lab

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 269

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of spring toy used in lab

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 273

Location: Column 1, Collaborate prompt

Original Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a “wave” in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. Present your explanation in a format of your choice."

Updated Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a “wave” in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. With your group, present your explanation in both a visual format and a text-based format of your choice."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 273

Location: Column 1, Collaborate prompt

Original Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a “wave” in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. Present your explanation in a format of your choice."

Updated Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a “wave” in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. With your group, present your explanation in both a visual format and a text-based format of your choice."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 277

Location: Paragraph 2, sentence 1

Original Text: "A borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Updated Text: "A saturated borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 277

Location: Paragraph 2, sentence 1

Original Text: "A borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Updated Text: "A saturated borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 278

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of bowl of water in front of a speaker

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 278

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of bowl of water in front of a speaker

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 28

Location: Column 1, Support for Challenging Concepts - Addressing Misconception, 1st bullet, last 2 sentences

Original Text: "A compound is a substance that is made up of more than one kind of atom. In single compounds, the atoms are bonded together. Because they are still one type of atom bonded together, they can make up pure substances."

Updated Text: "A compound is a substance that is made up of more than one kind of atom bonded together."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 28

Location: Column 1, Support for Challenging Concepts - Addressing Misconception, 1st bullet, last 2 sentences

Original Text: "A compound is a substance that is made up of more than one kind of atom. In single compounds, the atoms are bonded together. Because they are still one type of atom bonded together, they can make up pure substances."

Updated Text: "A compound is a substance that is made up of more than one kind of atom bonded together."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 283

Location: Column 1, Lesson Vocabulary, bullet 2

Original Text: "eclipse"

Updated Text: "ellipse"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 283

Location: Column 1, Lesson Vocabulary, bullet 2

Original Text: "eclipse"

Updated Text: "ellipse"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 291

Location: List of vocabulary terms, bottom half of page

Original Text: energy resource; natural resource; pollution

Updated Text: air pollution; energy resource; malnutrition; natural resource; water pollution

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 291

Location: List of vocabulary terms, bottom half of page

Original Text: energy resource; natural resource; pollution

Updated Text: air pollution; energy resource; malnutrition; natural resource; water pollution

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 297

Location: Column 2, Image caption

Original Text: "No esta a escala"

Updated Text: "Not to scale"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 297

Location: Column 2, Image caption

Original Text: "No esta a escala"

Updated Text: "Not to scale"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 302

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 302

Location: Column 2, Image above Lab Facilitation

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 302

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 302

Location: Column 2, Image above Lab Facilitation

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 303

Location: Column 1, Procedure: Part 2, STEP 10 Sample answer

Original Text: "Eccentricity of Ellipse A = 0.11 (focal distance = 2 cm, max width of ellipse = 16 cm) Eccentricity of Ellipse B = 0.22 (focal distance = 4 cm, max width of ellipse = 18 cm) (based on thread circle with circumference of 32 cm)"

Updated Text: "Eccentricity of Ellipse A: 0.1–0.2 Eccentricity of Ellipse B: 0.3–0.4 Eccentricity may vary depending on the length of the loop of string."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 303

Location: Top of page, sentence text below "Analyze the Central Idea."

Original Text: In this activity, you will examine the importance of effective resource conservation and land management.

Updated Text: [delete sentence]

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 303

Location: Column 1, Procedure: Part 2, STEP 10 Sample answer

Original Text: "Eccentricity of Ellipse A = 0.11 (focal distance = 2 cm, max width of ellipse = 16 cm) Eccentricity of Ellipse B = 0.22 (focal distance = 4 cm, max width of ellipse = 18 cm) (based on thread circle with circumference of 32 cm)"

Updated Text: "Eccentricity of Ellipse A: 0.1–0.2 Eccentricity of Ellipse B: 0.3–0.4 Eccentricity may vary depending on the length of the loop of string."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 303

Location: Top of page, sentence text below "Analyze the Central Idea."

Original Text: In this activity, you will examine the importance of effective resource conservation and land management.

Updated Text: [delete sentence]

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 305

Location: Below OBSERVE

Original Text: N/A

Updated Text: "DEFINE: Based on your observations, what problem needs to be solved?" "ASK QUESTIONS: What do you wonder about how plastic affects people and the environment? Brainstorm as many questions as you can."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 305

Location: Below OBSERVE

Original Text: N/A

Updated Text: "DEFINE: Based on your observations, what problem needs to be solved?" "ASK QUESTIONS: What do you wonder about how plastic affects people and the environment? Brainstorm as many questions as you can."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 306

Location: Before Science Words

Original Text: N/A

Updated Text: "ANALYZE: Group your questions about the effects of plastics into categories. You can also combine or rephrase questions. When you are done refining your questions, pick one or more questions that might help you answer the Driving Question."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 306

Location: Before Science Words

Original Text: N/A

Updated Text: "ANALYZE: Group your questions about the effects of plastics into categories. You can also combine or rephrase questions. When you are done refining your questions, pick one or more questions that might help you answer the Driving Question."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 307

Location: Column 1, Path 3 Support, between IDENTIFY and EXPLAIN questions

Original Text: N/A

Updated Text: "ANALYZE: How do seasonal changes occur? Sample answer: Seasons change when an area receives more or less energy from the sun due to Earth's tilt and Earth's location in its orbit around the sun."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 307

Location: Column 1, Path 3 Support, between IDENTIFY and EXPLAIN questions

Original Text: N/A

Updated Text: "ANALYZE: How do seasonal changes occur? Sample answer: Seasons change when an area receives more or less energy from the sun due to Earth's tilt and Earth's location in its orbit around the sun."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 316

Location: Column 2, above Safety Information

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 316

Location: Column 2, above Safety Information

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 318

Location: Column 2, above ASK QUESTIONS

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 318

Location: Column 2, above ASK QUESTIONS

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 320

Location: Propose and Communicate Your Solution

Original Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report, poster display, or speech to an audience. Make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

Updated Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report or poster display. After you create your report or poster, make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 320

Location: Propose and Communicate Your Solution

Original Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report, poster display, or speech to an audience. Make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

Updated Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report or poster display. After you create your report or poster, make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 321

Location: Key Points, bullet 4

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 321

Location: Key Points, bullet 4

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 325

Location: Column 2, Gather Data, question and answer text

Original Text: "How do the positions of the Earth, sun, and moon affect daily, weekly, and monthly tidal cycles? Record your data. Sample answer: The sun and the moon are aligned on the same side of Earth about once a month. When they are aligned, their gravity causes a tide to be higher than usual. When the sun and moon are at a 90° angle relative to Earth, their gravitational forces do not add together, and the tidal range is smaller. The neap tides happen every quarter moon or about twice a month."

Updated Text: "How do the positions of and gravitational forces among the Earth, sun, and moon cause • daily tidal cycles? • weekly tidal cycles? • monthly tidal cycles? Record your data. Sample answer: As the moon orbits around the Earth its gravitational pull affects Earth's daily tidal cycle. A bulge occurs on the sides of the Earth closest to and opposite from the moon, resulting in a high and low tide that occurs twice each day. The sun and the moon are aligned on the same side of Earth about once a month. When they are aligned, their gravity causes a tide to be higher than usual. When the sun and moon are at a 90° angle relative to Earth, their gravitational forces do not add together, and the tidal range is smaller. The neap tides happen every quarter moon or about twice a month."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 325

Location: Column 2, Gather Data, question and answer text

Original Text: "How do the positions of the Earth, sun, and moon affect daily, weekly, and monthly tidal cycles? Record your data. Sample answer: The sun and the moon are aligned on the same side of Earth about once a month. When they are aligned, their gravity causes a tide to be higher than usual. When the sun and moon are at a 90° angle relative to Earth, their gravitational forces do not add together, and the tidal range is smaller. The neap tides happen every quarter moon or about twice a month."

Updated Text: "How do the positions of and gravitational forces among the Earth, sun, and moon cause • daily tidal cycles? • weekly tidal cycles? • monthly tidal cycles? Record your data. Sample answer: As the moon orbits around the Earth its gravitational pull affects Earth's daily tidal cycle. A bulge occurs on the sides of the Earth closest to and opposite from the moon, resulting in a high and low tide that occurs twice each day. The sun and the moon are aligned on the same side of Earth about once a month. When they are aligned, their gravity causes a tide to be higher than usual. When the sun and moon are at a 90° angle relative to Earth, their gravitational forces do not add together, and the tidal range is smaller. The neap tides happen every quarter moon or about twice a month."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 33

Location: Column 1, Differentiation: Challenge text, sentence 1

Original Text: "For students who finish early and could benefit from extra challenge, have them test a fourth cup of water by filling it halfway with water."

Updated Text: "For students who finish early and could benefit from extra challenge, have them test a fourth cup of water by filling it halfway with water and mixing in a spoonful of salt."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 33

Location: Column 1, Differentiation: Challenge text, sentence 1

Original Text: "For students who finish early and could benefit from extra challenge, have them test a fourth cup of water by filling it halfway with water."

Updated Text: "For students who finish early and could benefit from extra challenge, have them test a fourth cup of water by filling it halfway with water and mixing in a spoonful of salt."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 332

Location: List of vocabulary terms, bottom half of screen

Original Text: organism; population; community

Updated Text: organism; population; community; ecosystem

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 332

Location: List of vocabulary terms, bottom half of screen

Original Text: organism; population; community

Updated Text: organism; population; community; ecosystem

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, STEP 4, question and answer text

Original Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. According to the maps you have constructed, what is the earliest time of day you can launch your boat? Sample answer: The earliest I can launch my boat is at noon, when the water depth near the house reaches 2 feet."

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed. Sample answer: The earliest I can

launch my boat is at noon, when the water depth near the house reaches 2 feet. I would need to be back by 8:00 pm, when the tides go out and the water near the house drops back to 2 feet."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, STEP 6, question text

Original Text: "STEP 6: With your group, discuss the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return."

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group’s decision and the evidence used to support it."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, STEP 4, question and answer text

Original Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. According to the maps you have constructed, what is the earliest time of day you can launch your boat? Sample answer: The earliest I can launch my boat is at noon, when the water depth near the house reaches 2 feet."

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed. Sample answer: The earliest I can launch my boat is at noon, when the water depth near the house reaches 2 feet. I would need to be back by 8:00 pm, when the tides go out and the water near the house drops back to 2 feet."

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ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, STEP 6, question text

Original Text: "STEP 6: With your group, discuss the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return."

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group’s decision and the evidence used to support it."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 338

Location: Column 2, above Can You Explain It?

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 338

Location: Column 2, above Can You Explain It?

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 340

Location: Mark and Recapture Method Formula

Original Text: "population estimate = (# marked in s1) / (% marked in s2)"

Updated Text: "6. The formula scientists use to estimate population size using the mark-recapture method is shown below. (number of individuals in Sample 1 X number of individuals in Sample 2) / number of marked individuals in Sample 2"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 340

Location: Mark and Recapture Method Formula

Original Text: "population estimate = (# marked in s1) / (% marked in s2)"

Updated Text: "6. The formula scientists use to estimate population size using the mark-recapture method is shown below. (number of individuals in Sample 1 X number of individuals in Sample 2) / number of marked individuals in Sample 2"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 341

Location: Lesson Map, Exploration 2

Original Text: N/A

Updated Text: "Analyzing Interactions of the Atmosphere"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 341

Location: Lesson Map, Exploration 2

Original Text: N/A

Updated Text: "Analyzing Interactions of the Atmosphere"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 342

Location: STEP 9

Original Text: Write an equation to calculate the total population size in your investigation. To divide by a percentage, convert the percentage to a decimal by diving by 100.

Updated Text: The estimated population size (y) is equal to the number of individuals in sample 1 (s1) multiplied by the number of individuals in sample 2 (s2) divided by the number of marked (or recaptured) individuals in sample 2. Or, y = (s1 x s2)/(m2).

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 342

Location: STEP 9

Original Text: Write an equation to calculate the total population size in your investigation. To divide by a percentage, convert the percentage to a decimal by diving by 100.

Updated Text: The estimated population size (y) is equal to the number of individuals in sample 1 (s1) multiplied by the number of individuals in sample 2 (s2) divided by the number of marked (or recaptured) individuals in sample 2. Or, y = (s1 x s2)/(m2).

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 354

Location: Column 1, EdOnline box

Original Text: N/A

Updated Text: "Lab 2 Worksheet"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 354

Location: Column 1, EdOnline box

Original Text: N/A

Updated Text: "Lab 2 Worksheet"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 356

Location: Column 2, above Lab Facilitation

Original Text: N/A

Updated Text: "Setup Metal lids can be dented ahead of time. One technique is to press or gently tap the blunt head of a nail into the lid to produce the dents."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 356

Location: Column 2, above Lab Facilitation

Original Text: N/A

Updated Text: "Setup Metal lids can be dented ahead of time. One technique is to press or gently tap the blunt head of a nail into the lid to produce the dents."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 372

Location: Lesson Title

Original Text: "Earth's Systems"

Updated Text: "Earth's Layers"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 372

Location: Lesson Title

Original Text: "Earth's Systems"

Updated Text: "Earth's Layers"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 378

Location: Column 2, above Ask Questions

Original Text: N/A

Updated Text: Image of the Grand Canyon

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 378

Location: Column 2, above Ask Questions

Original Text: N/A

Updated Text: Image of the Grand Canyon

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 392

Location: Caption text to the right of the image

Original Text: These animal cells can be distinguished from plant cells because they lack a cell wall.

Updated Text: This photograph shows a close up of human skin! You can see that skin is made up of many cells. A cell is the most basic unit of all living things. According to cell theory, all living things are made up of cells.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 392

Location: Caption text to the right of the image

Original Text: These animal cells can be distinguished from plant cells because they lack a cell wall.

Updated Text: This photograph shows a close up of human skin! You can see that skin is made up of many cells. A cell is the most basic unit of all living things. According to cell theory, all living things are made up of cells.

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 411

Location: Column 1, Support for student Answers, between EXPLAIN and REFLECT questions

Original Text: N/A

Updated Text: "DIFFERENTIATE: How is a mineral different from a rock? [answer] Minerals have distinct chemical and physical properties, composition, and structure. Rocks are made up of minerals that are mixed together, and rocks have different properties and structures."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 411

Location: Column 1, Support for student Answers, between EXPLAIN and REFLECT questions

Original Text: N/A

Updated Text: "DIFFERENTIATE: How is a mineral different from a rock? [answer] Minerals have distinct chemical and physical properties, composition, and structure. Rocks are made up of minerals that are mixed together, and rocks have different properties and structures."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 415

Location: bottom of page, Step 9, question text

Original Text: "STEP 9: Describe another way you could model a multicellular organism. Your proposed solution should be supported by your knowledge of cell theory and the model from this lab that relates cell size and function."

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 415

Location: bottom of page, Step 9, question text

Original Text: "STEP 9: Describe another way you could model a multicellular organism. Your proposed solution should be supported by your knowledge of cell theory and the model from this lab that relates cell size and function."

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 417

Location: STEP 5

Original Text: n/a

Updated Text: Be sure to cover up the selections that describe your organism when sharing with your partner. You can do this by folding the corner of the page down.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 417

Location: STEP 5

Original Text: n/a

Updated Text: Be sure to cover up the selections that describe your organism when sharing with your partner. You can do this by folding the corner of the page down.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 42

Location: Vocabulary list, bottom of page

Original Text: metal; nonmetal; metalloid; rare earth element

Updated Text: element; metal; nonmetal; metalloid; rare earth element; periodic table

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 42

Location: Vocabulary list, bottom of page

Original Text: metal; nonmetal; metalloid; rare earth element

Updated Text: element; metal; nonmetal; metalloid; rare earth element; periodic table

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 430

Location: Column 1, Addressing Misconceptions, Bullet 1, Last sentence

Original Text: "Humans use Earth’s resources at a rate that is faster than Earth’s ability to replenish those resources naturally."

Updated Text: "Humans use Earth’s resources at a rate that is faster than the rate at which the resources are naturally replenished."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 430

Location: Column 1, Addressing Misconceptions, Bullet 1, Last sentence

Original Text: "Humans use Earth’s resources at a rate that is faster than Earth’s ability to replenish those resources naturally."

Updated Text: "Humans use Earth’s resources at a rate that is faster than the rate at which the resources are naturally replenished."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 438

Location: Column 1, Sense-making

Original Text: "Students will be able to identify how water becomes polluted and how that pollution plays a role in atmospheric carbon dioxide levels."

Updated Text: "Students will be able to identify the importance of resource management in reducing water pollution."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 438

Location: Column 1, Sense-making

Original Text: "Students will be able to identify how water becomes polluted and how that pollution plays a role in atmospheric carbon dioxide levels."

Updated Text: "Students will be able to identify the importance of resource management in reducing water pollution."

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ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 439

Location: Column 2, Lab Facilitation Step 2, end of paragraph.

Original Text: N/A

Updated Text: "If students need help designing their models, suggest a model that resembles a beach. This fits because they are modeling ocean pollution from land."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 439

Location: Column 2, Lab Facilitation Step 2, end of paragraph.

Original Text: N/A

Updated Text: "If students need help designing their models, suggest a model that resembles a beach. This fits because they are modeling ocean pollution from land."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 44

Location: Column 1, Quick Lab Facilitation, between Step 1 and STEP 2

Original Text: N/A

Updated Text: "STEP 2: Advise students to make a dot, wait for it to dry, then repeat the dot for best results."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 44

Location: Column 1, Quick Lab Facilitation, between Step 1 and STEP 2

Original Text: N/A

Updated Text: "STEP 2: Advise students to make a dot, wait for it to dry, then repeat the dot for best results."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 443

Location: middle of Column 2, Make Informed Decisions

Original Text: "MAKE INFORMED DECISIONS: Based on credible evidence from your research, what steps do you believe are necessary to reduce air pollution? Identify how resource management strategies could be used to assist in this effort. Sample answer: I think the government needs to enact laws that require people to use hybrid or electric vehicles and require corporations to develop more technologies that provide clean energy without burning fossil fuels. Governments could provide grants and training to individuals and corporations that want to learn sustainable engineering principles and could provide guidelines and goals for people and corporations to meet."

Updated Text: "MAKE INFORMED DECISIONS: Fill in the table to document the sources you found and the methods of research those sources used. Then, make an informed decision on which method was the most effective. [insert table] [col 1] Source [col 2] Method Used [row 1] [row 2] [row 3] Look for: Student responses should include three sources, the methods of research those sources used, and a decision about which method was the most effective."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 443

Location: Column 1, Management of Air Resources Q1, Sample answer

Original Text: "Individuals affect and manage air resources when making personal decisions about what type of car they drive, how much electrical energy they use, and whether or not they travel by plane."

Updated Text: "Individuals affect and manage air resources when making personal decisions about types of transportation they use, electrical energy use, and how they educate themselves and others."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 443

Location: middle of Column 2, Make Informed Decisions

Original Text: "MAKE INFORMED DECISIONS: Based on credible evidence from your research, what steps do you believe are necessary to reduce air pollution? Identify how resource management strategies could be used to assist in this effort. Sample answer: I think the government needs to enact laws that require people to use hybrid or electric vehicles and require corporations to develop more technologies that provide clean energy without burning fossil fuels. Governments could provide grants and training to individuals and corporations that want to learn sustainable engineering principles and could provide guidelines and goals for people and corporations to meet."

Updated Text: "MAKE INFORMED DECISIONS: Fill in the table to document the sources you found and the methods of research those sources used. Then, make an informed decision on which method was the most effective. [insert table] [col 1] Source [col 2] Method Used [row 1] [row 2] [row 3] Look for: Student responses should include three sources, the methods of research those sources used, and a decision about which method was the most effective."

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Type: Editorial Change

Current Page Number(s): p. 443

Location: Column 1, Management of Air Resources Q1, Sample answer

Original Text: "Individuals affect and manage air resources when making personal decisions about what type of car they drive, how much electrical energy they use, and whether or not they travel by plane."

Updated Text: "Individuals affect and manage air resources when making personal decisions about types of transportation they use, electrical energy use, and how they educate themselves and others."

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Type: Editorial Change

Current Page Number(s): p. 447

Location: second column, Language Smarts

Original Text: "Researching a Case Study Students practice researching a case study related to resource management. Students are given a list of questions to focus on for their research."

Updated Text: "Researching How Resource Management Can Reduce Poverty Students are given a list of questions to focus on for their research."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 447

Location: add to bottom of second column

Original Text: n/a

Updated Text: "COLLABORATE: Working with a small group, spend 15 minutes researching an example of resource management being used to reduce poverty. You can use “resource management” and “reduce poverty” as search terms to guide your research. IDENTIFY: What is the central problem or issue in the example? DESCRIBE: How did poor resource management contribute to the problem in the example? ANALYZE: How is the problem in the case study related to human economic activities? EVALUATE: How have resource management decisions reduced poverty in this example? Sample answer: The central issue in my example is the decrease in wetlands needed for fishing in Bangladesh, India, and the concentration of fishing income to a small group instead of the larger community. Wetlands used for fishing decreased in quality due to improper management, and fishing leases were allowed to be gathered by a small group of people. The decreasing environmental quality in the wetlands is tied to pollution and other impacts from human development. The wetlands were improved by developing sanctuaries, harvest restrictions, fish passages, and increased water movement. Once wetlands were improved in size and quality, fishing opportunities increased, fish caught increased, and the revenue gained from selling the fish helped the poor in the area."

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Type: Editorial Change

Current Page Number(s): p. 447

Location: second column, Language Smarts

Original Text: "Researching a Case Study Students practice researching a case study related to resource management. Students are given a list of questions to focus on for their research."

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Type: Editorial Change

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Location: add to bottom of second column

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Type: Editorial Change

Current Page Number(s): p. 448

Location: move to right column above Describe

Original Text: Identify, Describe, Analyze, Evaluate, Propose Solutions questions and answers in the left column of p. 448

Updated Text: Identify, Describe, Analyze, Evaluate, Propose Solutions questions and answers move to the right column of p. 448

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 448

Location: Column 2, "Differentiation: Support"

Original Text: "Differentiation: Support Provide students with printed copies of the references they will need to research information on their case studies."

Updated Text: "Differentiation: Extra Support Help students identify the main ideas of each paragraph in the case study before they answer the research questions."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
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Type: Editorial Change

Current Page Number(s): p. 448

Location: move to right column above Describe

Original Text: Identify, Describe, Analyze, Evaluate, Propose Solutions questions and answers in the left column of p. 448

Updated Text: Identify, Describe, Analyze, Evaluate, Propose Solutions questions and answers move to the right column of p. 448

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ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 449

Location: column 1, after "Case Study" header

Original Text: "Case Study 2: Pollution in the Atmosphere"

Updated Text: "Case Study: Pollution in the Atmosphere IDENTIFY: What is the central problem or issue in the case study? DESCRIBE: How did poor resource management contribute to the problem in the case study? ANALYZE: How is the problem in the case study related to human economic activities? EVALUATE: How does the problem in the case study negatively affect people and the environment? How have resource management decisions already reduced the negative effects of the activity on people and the environment? PROPOSE SOLUTIONS: Identify and describe at least one resource management strategy people could use to improve the problem presented in the case study. Sample answer: Pollution in the atmosphere is the central problem. Human activities such as the burning of fossil fuels have caused an increase in carbon dioxide in the atmosphere. Too much carbon dioxide in the atmosphere can affect Earth's climate. A changing climate can negatively affect people's health. Increased carbon dioxide in the atmosphere also affects Earth's oceans. Changes to the oceans can harm saltwater organisms that people rely on for food. If people reduce carbon emissions by using alternative sources of energy, the problem could be improved."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 449

Location: first column, Class Discussion

Original Text: "Lead a group discussion on oral presentation skills and audience etiquette. Remind students that research teams will be welcome to share their information on their case studies and that the audience must practice engaged listening. Since there is only 5 minutes allotted to present on each case study, manage small group work by guiding research teams through the presentation so that more teams have a chance to present their findings."

Updated Text: "Lead a group discussion on oral presentation skills and audience etiquette. Remind students that research teams will be welcome to share their information and that the audience must practice engaged listening. Manage small group work by guiding the pacing so that more teams have a chance to present their findings."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 449

Location: column 1, after "Case Study" header

Original Text: "Case Study 2: Pollution in the Atmosphere"

Updated Text: "Case Study: Pollution in the Atmosphere IDENTIFY: What is the central problem or issue in the case study? DESCRIBE: How did poor resource management contribute to the problem in the case study? ANALYZE: How is the problem in the case study related to human economic activities? EVALUATE: How does the problem in the case study negatively affect people and the environment? How have resource management decisions already reduced the negative effects of the activity on people and the environment? PROPOSE SOLUTIONS: Identify and describe at least one resource management strategy people could use to improve the problem presented in the case study. Sample answer: Pollution in the atmosphere is the central problem. Human activities such as the burning of fossil fuels have caused an increase in carbon dioxide in the atmosphere. Too much carbon dioxide in the atmosphere can affect Earth's climate. A changing climate can negatively affect people's health. Increased carbon dioxide in the atmosphere also affects Earth's oceans. Changes to the oceans can harm saltwater organisms that people rely on for food. If people reduce carbon emissions by using alternative sources of energy, the problem could be improved."

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Updated Text: "Lead a group discussion on oral presentation skills and audience etiquette. Remind students that research teams will be welcome to share their information and that the audience must practice engaged listening. Manage small group work by guiding the pacing so that more teams have a chance to present their findings."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 45

Location: Column 1, Students as Scientists, last sentence

Original Text: "Explain that frustration and persistence make them a scientist."

Updated Text: "Explain that persisting to overcome difficulties is a skill they use as a scientist."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 45

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ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 453

Location: Column 2, Management of Land and Food Resources Q1, Sample answer

Original Text: "Individuals affect and manage land and food resources when making personal decisions about what type of diet to have, how large and what type of a home they live in, and where they get their food."

Updated Text: "Individual people may have a choice in where they live, what food they eat, and where they get their food. All of these factors could affect land and food resources."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 453

Location: Column 2, Management of Land and Food Resources Q1, Sample answer

Original Text: "Individuals affect and manage land and food resources when making personal decisions about what type of diet to have, how large and what type of a home they live in, and where they get their food."

Updated Text: "Individual people may have a choice in where they live, what food they eat, and where they get their food. All of these factors could affect land and food resources."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 454

Location: first column, Make Informed Decisions question and answer text

Original Text: "MAKE INFORMED DECISIONS: Based on credible evidence from your research, what do you think are cost-effective steps that could be taken to reduce global malnutrition? Identify how resource management strategies could be used to assist in this effort. Sample answer: I think reducing our reliance on large corporate farms and supporting smaller, local food systems would help reduce global malnutrition. These programs would place resource management decisions in the hands of individuals and neighborhoods instead of at higher levels of government and with corporations, so that people can make economic decisions that also benefit the environment and their health."

Updated Text: "MAKE INFORMED DECISIONS • Name three or more credible sources you accessed during your research. • Then, describe three or more solutions for reducing global malnutrition that you learned about from your sources. • Next, evaluate the cost-effectiveness of each solution. A cost-effective solution is one that delivers good results with low costs. Costs could include material costs, implementation costs, environmental impacts, and many more. • Which solution do you think is the most cost-effective for reducing global malnutrition? Look for: A list of credible sources such as government, educational, or non-profit websites with expert information about the topic; three or more solutions, such as increasing reliance on smaller farms and local food systems; and an explanation for which solution for reducing malnutrition is most cost-effective."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 454

Location: first column, Make Informed Decisions question and answer text

Original Text: "MAKE INFORMED DECISIONS: Based on credible evidence from your research, what do you think are cost-effective steps that could be taken to reduce global malnutrition? Identify how resource management strategies could be used to assist in this effort. Sample answer: I think reducing our reliance on large corporate farms and supporting smaller, local food systems would help reduce global malnutrition. These programs would place resource management decisions in the hands of individuals and neighborhoods instead of at higher levels of government and with corporations, so that people can make economic decisions that also benefit the environment and their health."

Updated Text: "MAKE INFORMED DECISIONS • Name three or more credible sources you accessed during your research. • Then, describe three or more solutions for reducing global malnutrition that you learned about from your sources. • Next, evaluate the cost-effectiveness of each solution. A cost-effective solution is one that delivers good results with low costs. Costs could include material costs, implementation costs, environmental impacts, and many more. • Which solution do you think is the most cost-effective for reducing global malnutrition? Look for: A list of credible sources such as government, educational, or non-profit websites with expert information about the topic; three or more solutions, such as increasing reliance on smaller farms and local food systems; and an explanation for which solution for reducing malnutrition is most cost-effective."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 456

Location: Language SmArts, Guided Research

Original Text: "Students will have a lot to cover in this research activity in preparation for the whole-class discussion, and time management will be key. Manage small group work by giving research teams Question 1 as a quick homework assignment ahead of this exploration, which then would also prime students for Questions 2 and 3. Time can be further optimized by creating research teams of four students, having each pair work on Question 2 or 3, and then having pairs swap information in the final 5 minutes."

Updated Text: "Students will have a lot to cover in this research activity in preparation for the whole-class discussion, and time management will be key."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 456

Location: second column, Solutions to Greenhouse Gas Emissions

Original Text: "Solutions to Greenhouse Gas Emissions Describe three strategies the United States could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

Updated Text: "Solutions to Greenhouse Gas Emissions Describe three strategies your assigned country could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 456

Location: second column, Describing Greenhouse Gas Emissions

Original Text: "Describing Greenhouse Gas Emissions in the United States 1. What was the total amount of greenhouse gases emitted by the United States in the latest year for which these data are available? Sample answer: The total U.S. greenhouse gas emissions in 2020 was 5,982 million metric tons of CO_2 equivalent. 2. What are the major sources of greenhouse gas emissions in the United States? Sample answer: The major sectors of greenhouse gas emissions are transportation, electric power generation, and industry. 3. What percentage of our country’s emissions come from the burning of fossil fuels? Sample answer: 92% of U.S. greenhouse gas emissions result from burning fossil fuels."

Updated Text: "Describing Greenhouse Gas Emissions 1. What was the total amount of greenhouse gases emitted by your assigned country for the latest year for which these data are available? Sample answer: The total U.S. greenhouse gas emissions in 2020 was 5,982 million metric tons of CO_2 equivalent. 2. What are the major sources of greenhouse gas emissions in your assigned country? Sample answer: The major sectors of greenhouse gas emissions are transportation, electric power generation, and industry. 3. What percentage of your assigned country's emissions come from the burning of fossil fuels? Sample answer: 92% of U.S. greenhouse gas emissions result from burning fossil fuels."

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Type: Editorial Change

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Original Text: "Students will have a lot to cover in this research activity in preparation for the whole-class discussion, and time management will be key. Manage small group work by giving research teams Question 1 as a quick homework assignment ahead of this exploration, which then would also prime students for Questions 2 and 3. Time can be further optimized by creating research teams of four students, having each pair work on Question 2 or 3, and then having pairs swap information in the final 5 minutes."

Updated Text: "Students will have a lot to cover in this research activity in preparation for the whole-class discussion, and time management will be key."

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Type: Editorial Change

Current Page Number(s): p. 456

Location: second column, Solutions to Greenhouse Gas Emissions

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Updated Text: "Solutions to Greenhouse Gas Emissions Describe three strategies your assigned country could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

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Location: second column, Describing Greenhouse Gas Emissions

Original Text: "Describing Greenhouse Gas Emissions in the United States 1. What was the total amount of greenhouse gases emitted by the United States in the latest year for which these data are available? Sample answer: The total U.S. greenhouse gas emissions in 2020 was 5,982 million metric tons of CO_2 equivalent. 2. What are the major sources of greenhouse gas emissions in the United States? Sample answer: The major sectors of greenhouse gas emissions are transportation, electric power generation, and industry. 3. What percentage of our country’s emissions come from the burning of fossil fuels? Sample answer: 92% of U.S. greenhouse gas emissions result from burning fossil fuels."

Updated Text: "Describing Greenhouse Gas Emissions 1. What was the total amount of greenhouse gases emitted by your assigned country for the latest year for which these data are available? Sample answer: The total U.S. greenhouse gas emissions in 2020 was 5,982 million metric tons of CO_2 equivalent. 2. What are the major sources of greenhouse gas emissions in your assigned country? Sample answer: The major sectors of greenhouse gas emissions are transportation, electric power generation, and industry. 3. What percentage of your assigned country's emissions come from the burning of fossil fuels? Sample answer: 92% of U.S. greenhouse gas emissions result from burning fossil fuels."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: Column 2, Differentiation: Challenge, Sentence 2

Original Text: "Guide students to understand that dirtier sources of energy are often more readily available and/or cheaper than cleaner, safer sources and that this can lead to dangerous levels of local air pollution and high levels of greenhouse gas emissions."

Updated Text: "Guide students to understand that the burning of fossil fuels can lead to dangerous levels of local air pollution and high levels of greenhouse gas emissions."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: Column 2, Students as Scientists, Sentence 1

Original Text: "Many scientists work at government agencies to help influence environmental policies and provide governments with the information and facts they need to make decisions when it comes to conserving the environment."

Updated Text: "Many scientists work at government agencies to provide governments with the information and facts they need to make decisions when it comes to conserving the environment."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: N/A

Original Text: N/A

Updated Text: "ASSESS THE ACCURACY: How did you assess the accuracy of the data on which you based your decision? Sample answer: I found similar answers from multiple sources. They seemed to have good methods, so I think the data is accurate."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, Make Informed Decisions

Original Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should the United States take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

Updated Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should countries take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, Make Informed Decisions, answer

Original Text: "Sample answer: The U.S. should promote the development and implementation of more alternative energy technologies both in the U.S. and all around the world. This would involve providing incentives to switch from old ways of doing things to new ways, educating people on ways to conserve, and working with other nations to develop strategies for distributing and managing resources equitably."

Updated Text: "Sample answer: Countries should promote the development and implementation of more alternative energy technologies all around the world. This would involve providing incentives to switch from old ways of doing things to new ways, educating people on ways to conserve, and working with other nations to develop strategies for distributing and managing resources equitably."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, Explain question and answer text

Original Text: "EXPLAIN: With your classmates, explain how energy use in the United States affects people in other parts of the world. Sample answer: Energy use in the U.S. causes greenhouse gases to be emitted, and those greenhouse gases affect climate everywhere on Earth. In addition, U.S. energy use involves using resources that other parts of the world cannot access once they've been used by the U.S."

Updated Text: "EXPLAIN: With your classmates, explain how energy use in one country affects people in other parts of the world. Sample answer: Energy use causes greenhouse gases to be emitted, and those greenhouse gases affect climate everywhere on Earth. In addition, fossil fuel energy use involves using resources that other parts of the world cannot access once they've been used by one country."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: Column 2, Differentiation: Challenge, Sentence 2

Original Text: "Guide students to understand that dirtier sources of energy are often more readily available and/or cheaper than cleaner, safer sources and that this can lead to dangerous levels of local air pollution and high levels of greenhouse gas emissions."

Updated Text: "Guide students to understand that the burning of fossil fuels can lead to dangerous levels of local air pollution and high levels of greenhouse gas emissions."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
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Type: Editorial Change

Current Page Number(s): p. 457

Location: Column 2, Students as Scientists, Sentence 1

Original Text: "Many scientists work at government agencies to help influence environmental policies and provide governments with the information and facts they need to make decisions when it comes to conserving the environment."

Updated Text: "Many scientists work at government agencies to provide governments with the information and facts they need to make decisions when it comes to conserving the environment."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: N/A

Original Text: N/A

Updated Text: "ASSESS THE ACCURACY: How did you assess the accuracy of the data on which you based your decision? Sample answer: I found similar answers from multiple sources. They seemed to have good methods, so I think the data is accurate."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
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Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, Make Informed Decisions

Original Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should the United States take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

Updated Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should countries take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

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ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, Make Informed Decisions, answer

Original Text: "Sample answer: The U.S. should promote the development and implementation of more alternative energy technologies both in the U.S. and all around the world. This would involve providing incentives to switch from old ways of doing things to new ways, educating people on ways to conserve, and working with other nations to develop strategies for distributing and managing resources equitably."

Updated Text: "Sample answer: Countries should promote the development and implementation of more alternative energy technologies all around the world. This would involve providing incentives to switch from old ways of doing things to new ways, educating people on ways to conserve, and working with other nations to develop strategies for distributing and managing resources equitably."

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Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, Explain question and answer text

Original Text: "EXPLAIN: With your classmates, explain how energy use in the United States affects people in other parts of the world. Sample answer: Energy use in the U.S. causes greenhouse gases to be emitted, and those greenhouse gases affect climate everywhere on Earth. In addition, U.S. energy use involves using resources that other parts of the world cannot access once they've been used by the U.S."

Updated Text: "EXPLAIN: With your classmates, explain how energy use in one country affects people in other parts of the world. Sample answer: Energy use causes greenhouse gases to be emitted, and those greenhouse gases affect climate everywhere on Earth. In addition, fossil fuel energy use involves using resources that other parts of the world cannot access once they've been used by one country."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 459

Location: Column 1, Elaborate Overview, after Path 2

Original Text: N/A

Updated Text: "Path 3: Research Resource Management and Poverty Students research how resource management can affect poverty.

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 459

Location: Column 1, Elaborate Overview, after Path 2

Original Text: N/A

Updated Text: "Path 3: Research Resource Management and Poverty Students research how resource management can affect poverty.

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 461

Location: Column 2, Tragedy of the Commons, Collaborate

Original Text: "COLLABORATE: With a partner or small group, research a resource that has been overused in the past or is currently being overused. Present a poster to the class that describes the resource, how it has been used in the past and by whom, and goals for managing the use of the resource in the future. Explain why education can help manage the use of shared resources. Look for: Students may choose to do one or more of the following • describe their resource in writing • use drawings, pictures, or multimedia to present about the resource being overused • provide data in the form of graphs on the resource usage"

Updated Text: "COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level. With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future. Look for: Students collaborate to communicate their explanations in a variety of settings.

Students may choose to do one or more of the following • describe their resource in writing • use drawings, pictures, or multimedia to present about the resource being overused • provide data in the form of graphs on the resource usage"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 461

Location: Column 2, After Tragedy of the Commons section

Original Text: N/A

Updated Text: "Path 3 Support [digital page lozenge] Research Resource Management and Poverty Communicate Information (6.3.B) Patterns (6.5.A) Support for Student Answers Research solutions for reducing poverty through resource management. • Farm workers use soil and water to grow crops. People sell trees and animals from forests, use trees and other biomass to fuel cooking fires, and eat and sell fish from fisheries. • Resource management is related to poverty because many people rely on natural resources for their livelihood. When resources are managed in a way that helps people meet their needs, poverty in an area may be reduced. • Resource management strategies can help reduce poverty by involving local communities in the management of natural resources and the development of economic policies related to their natural resources. The income poorer communities receive from their natural resources can be increased through tourism or "buy local" initiatives, increasing the productivity of agricultural land, or paying communities to retain areas in their natural states to preserve ecosystem services."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 461

Location: second column, Tragedy of the Commons

Original Text: "COLLABORATE: With a partner or small group, research a resource that has been overused in the past or is currently being overused. Present a poster to the class that describes the resource, how it has been used in the past and by whom, and goals for managing the use of the resource in the future. Explain why education can help manage the use of shared resources. Look for: Students may choose to do one or more of the following • describe their resource in writing • use drawings, pictures, or multimedia to present about the resource being overused • provide data in the form of graphs on the resource usage"

Updated Text: COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level. With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future. Look for: Students collaborate to communicate their explanations in a variety of settings. Students may choose to do one or more of the following • describe their resource in writing • use drawings, pictures, or multimedia to present about the resource being overused • provide data in the form of graphs on the resource usage"

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ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 461

Location: Column 2, After Tragedy of the Commons section

Original Text: N/A

Updated Text: "Path 3 Support [digital page lozenge] Research Resource Management and Poverty Communicate Information (6.3.B) Patterns (6.5.A) Support for Student Answers Research solutions for reducing poverty through resource management. • Farm workers use soil and water to grow crops. People sell trees and animals from forests, use trees and other biomass to fuel cooking fires, and eat and sell fish from fisheries. • Resource management is related to poverty because many people rely on natural resources for their livelihood. When resources are managed in a way that helps people meet their needs, poverty in an area may be reduced. • Resource management strategies can help reduce poverty by involving local communities in the management of natural resources and the development of economic policies related to their natural resources. The income poorer communities receive from their natural resources can be increased through tourism or "buy local" initiatives, increasing the productivity of agricultural land, or paying communities to retain areas in their natural states to preserve ecosystem services."

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Type: Editorial Change

Current Page Number(s): p. 461

Location: second column, Tragedy of the Commons

Original Text: "COLLABORATE: With a partner or small group, research a resource that has been overused in the past or is currently being overused. Present a poster to the class that describes the resource, how it has been used in the past and by whom, and goals for managing the use of the resource in the future. Explain why education can help manage the use of shared resources. Look for: Students may choose to do one or more of the following • describe their resource in writing • use drawings, pictures, or multimedia to present about the resource being overused • provide data in the form of graphs on the resource usage"

Updated Text: COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level. With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future. Look for: Students collaborate to communicate their explanations in a variety of settings. Students may choose to do one or more of the following • describe their resource in writing • use drawings, pictures, or multimedia to present about the resource being overused • provide data in the form of graphs on the resource usage"

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ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 461

Location: Column 2, Tragedy of the Commons, Collaborate

Original Text: "COLLABORATE: With a partner or small group, research a resource that has been overused in the past or is currently being overused. Present a poster to the class that describes the resource, how it has been used in the past and by whom, and goals for managing the use of the resource in the future. Explain why education can help manage the use of shared resources. Look for: Students may choose to do one or more of the following • describe their resource in writing • use drawings, pictures, or multimedia to present about the resource being overused • provide data in the form of graphs on the resource usage"

Updated Text: "COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level. With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future. Look for: Students collaborate to communicate their explanations in a variety of settings.

Students may choose to do one or more of the following • describe their resource in writing • use drawings, pictures, or multimedia to present about the resource being overused • provide data in the form of graphs on the resource usage"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 462

Location: Column 1, Lesson Summary, Check student understanding, Bullet 1

Original Text: "Read the summary sentences one at a time."

Updated Text: "Read the definitions one at a time."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 462

Location: Column 1, Lesson Summary, Check student understanding, Bullet 1

Original Text: "Read the summary sentences one at a time."

Updated Text: "Read the definitions one at a time."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 463

Location: Column 1, Practice Questions, Question 2, Answer option A

Original Text: "Cities can pass together regulations for how industries can store toxic chemicals."

Updated Text: "Cities can pass tighter regulations for how industries can store toxic chemicals."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 463

Location: Column 1, Practice Questions, Question 2, Answer option A

Original Text: "Cities can pass together regulations for how industries can store toxic chemicals."

Updated Text: "Cities can pass tighter regulations for how industries can store toxic chemicals."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 470

Location: Column 2, below Step 2 sample answer, MOVE TO column 2, above Support for Student Answers

Original Text: "The issues presented in this lesson require sensitivity around issues of colonization, indigenous rights and culture, and economic inequality, as native Hawaiians continue to seek sovereignty over their land."

Updated Text: "Facilitation Support The issues presented in this reading require sensitivity around issues of indigenous rights, culture, and economic inequality, as native Hawaiians continue to seek sovereignty over their land."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 470

Location: Column 2, below Step 2 sample answer, MOVE TO column 2, above Support for Student Answers

Original Text: "The issues presented in this lesson require sensitivity around issues of colonization, indigenous rights and culture, and economic inequality, as native Hawaiians continue to seek sovereignty over their land."

Updated Text: "Facilitation Support The issues presented in this reading require sensitivity around issues of indigenous rights, culture, and economic inequality, as native Hawaiians continue to seek sovereignty over their land."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 471

Location: Column 1, Tell, Sample answer

Original Text: "Student experiences and perspectives may include the following:"

Updated Text: "Sample answer:"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 471

Location: Column 1, Learn about Students, Sentences 3–4

Original Text: "For example, a student may use an example from a favorite hobby. You can refer to this hobby during your discussions to engage the student and build on their knowledge."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 471

Location: Column 2, Background Information, Sentence 4

Original Text: "When this happens, communities can be healthier and more vibrant."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 471

Location: Column 1, Tell, Sample answer

Original Text: "Student experiences and perspectives may include the following:"

Updated Text: "Sample answer:"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 471

Location: Column 1, Learn about Students, Sentences 3–4

Original Text: "For example, a student may use an example from a favorite hobby. You can refer to this hobby during your discussions to engage the student and build on their knowledge."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 471

Location: Column 2, Background Information, Sentence 4

Original Text: "When this happens, communities can be healthier and more vibrant."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 475

Location: Column 1, Differentiation: Extra Support, Sentences 4–5

Original Text: "For example, while they may not be in charge of the thermostat at home, they can talk to their adults about the temperature in the house. Similarly, they can ask to carpool with peers or ride a bike to school instead of traveling by car."

Updated Text: "For example, while they may not be in charge of water use at home, they can talk to adults about ideas for conserving water. Similarly, they can talk to school leaders about ideas for conservation efforts at school."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 475

Location: Column 2, second Explain, Sample answer, Sentence 1

Original Text: "By making technology more efficient at generating electrical energy from fossil fuels, the amount of fossil fuels that need to be burned to meet the same or greater energy needs will decrease."

Updated Text: "By making technology more efficient at producing goods while using less energy, the amount of fossil fuels that need to be burned to meet the same or greater energy needs will decrease."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 475

Location: Column 2, Describe, Sample answer

Original Text: "Human activities, such as burning fossil fuels, and natural events, such as wildfires, are causing air pollution that reduce air quality."

Updated Text: "Human activities, such as burning fossil fuels, and natural events, such as wildfires, are causing air pollution that reduces air quality."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 475

Location: Column 1, Differentiation: Extra Support, Sentences 4–5

Original Text: "For example, while they may not be in charge of the thermostat at home, they can talk to their adults about the temperature in the house. Similarly, they can ask to carpool with peers or ride a bike to school instead of traveling by car."

Updated Text: "For example, while they may not be in charge of water use at home, they can talk to adults about ideas for conserving water. Similarly, they can talk to school leaders about ideas for conservation efforts at school."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 475

Location: Column 2, second Explain, Sample answer, Sentence 1

Original Text: "By making technology more efficient at generating electrical energy from fossil fuels, the amount of fossil fuels that need to be burned to meet the same or greater energy needs will decrease."

Updated Text: "By making technology more efficient at producing goods while using less energy, the amount of fossil fuels that need to be burned to meet the same or greater energy needs will decrease."

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Type: Editorial Change

Current Page Number(s): p. 475

Location: Column 2, Describe, Sample answer

Original Text: "Human activities, such as burning fossil fuels, and natural events, such as wildfires, are causing air pollution that reduce air quality."

Updated Text: "Human activities, such as burning fossil fuels, and natural events, such as wildfires, are causing air pollution that reduces air quality."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 476

Location: Column 1, Predict, question text

Original Text: "What do you think the Aral Sea will look like in 2024?"

Updated Text: "What do you think the Aral Sea will look like in 2024 and beyond?"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 476

Location: Column 1, Predict, Sample answer

Original Text: "The Aral Sea will most likely be completely dried up because the human activity that led to the dropping water level has continued."

Updated Text: "The Aral Sea will most likely continue to shrink and may completely dry up because the human activity that led to the dropping water level has continued."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 476

Location: Column 1, Predict, question text

Original Text: "What do you think the Aral Sea will look like in 2024?"

Updated Text: "What do you think the Aral Sea will look like in 2024 and beyond?"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 476

Location: Column 1, Predict, Sample answer

Original Text: "The Aral Sea will most likely be completely dried up because the human activity that led to the dropping water level has continued."

Updated Text: "The Aral Sea will most likely continue to shrink and may completely dry up because the human activity that led to the dropping water level has continued."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 478

Location: Column 1, Explain, Sample answer, Sentence 3

Original Text: "Water resources are used to process new ore, so recycling reduces the amount of water use and water pollution from mining and processing."

Updated Text: "Water resources are used to process new ore, so recycling reduces water use and water pollution from mining and processing."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 478

Location: Column 1, Explain, Sample answer, Sentence 3

Original Text: "Water resources are used to process new ore, so recycling reduces the amount of water use and water pollution from mining and processing."

Updated Text: "Water resources are used to process new ore, so recycling reduces water use and water pollution from mining and processing."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 479

Location: column 2, Summarize, question text, Sentence 1

Original Text: "Wind turbines are an example of technology that are used to generate energy."

Updated Text: "Wind turbines are an example of technology that is used to generate energy."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 479

Location: column 2, Summarize, question text, Sentence 1

Original Text: "Wind turbines are an example of technology that are used to generate energy."

Updated Text: "Wind turbines are an example of technology that is used to generate energy."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 484

Location: Column 1, Lab Facilitation, STEP 3

Original Text: "STEP 3: Guide students to consider criteria that is sure to address the issue they are trying to solve."

Updated Text: "STEP 3 and STEP 4: Guide students to consider criteria and constraints that describe an acceptable solution."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 484

Location: Column 1, Lab Facilitation, STEP 3

Original Text: "STEP 3: Guide students to consider criteria that is sure to address the issue they are trying to solve."

Updated Text: "STEP 3 and STEP 4: Guide students to consider criteria and constraints that describe an acceptable solution."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 487

Location: Column 1, check student understanding, paragraph 1

Original Text: "At the end of the day, check student understanding of using the engineering design process to design solutions by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of managing solid waste by having students answer these questions."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 487

Location: Column 1, check student understanding, paragraph 1

Original Text: "At the end of the day, check student understanding of using the engineering design process to design solutions by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of managing solid waste by having students answer these questions."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 490

Location: Column 1, support for student answers, paragraph 1

Original Text: "As students present their announcement, review to ensure that students clarify, look for:"

Updated Text: "As students present their announcement, look for:"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 490

Location: Column 1, support for student answers, paragraph 1

Original Text: "As students present their announcement, review to ensure that students clarify, look for:"

Updated Text: "As students present their announcement, look for:"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 492

Location: second column, collaborate

Original Text: "COLLABORATE: Work with a partner or small group to research landfills and any patterns related to solid waste and landfills in your state or country. Develop a presentation about landfills to educate your community about what happens to their solid waste. Be creative! Your presentation can be in the form of writing, drawing, or an oral presentation. Look for: Student presentations should include a description of what a landfill is and how it operates. They should include the process of what happens, from disposing of their solid waste through it entering the landfill. Students may mention that it is important to conserve materials because of the effects of solid waste building up in landfills."

Updated Text: "COLLABORATE: Work with a partner or small group to research solutions for reducing solid waste disposal and landfill use in your state or country. • What sources did you find during your research? How did you know they are credible? • Describe three current solutions for reducing solid waste disposal. • Describe at least one solution for reducing solid waste disposal that is not widespread now but may be in the future. • Evaluate the solutions you described for cost-effectiveness. This is the relationship between how well a solution works and how much it costs. • Which solution is the most cost-effective way to reduce solid waste disposal? First, orally communicate your solution to another group. Then present your solution to your class in the form of a drawing, poster, or digital slide show. Work with your teacher or other member of your community to implement your solution. Look for: Student presentations should include an explanation of the solution they feel is the most cost-effective way to reduce solid waste disposal. Students should use evidence and supporting materials to illustrate why they support this solution. Students may mention that it is important to conserve materials because of the effects of solid waste building up in landfills.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 492

Location: second column, collaborate

Original Text: "COLLABORATE: Work with a partner or small group to research landfills and any patterns related to solid waste and landfills in your state or country. Develop a presentation about landfills to educate your community about what happens to their solid waste. Be creative! Your presentation can be in the form of writing, drawing, or an oral presentation. Look for: Student presentations should include a description of what a landfill is and how it operates. They should include the process of what happens, from disposing of their solid waste through it entering the landfill. Students may mention that it is important to conserve materials because of the effects of solid waste building up in landfills."

Updated Text: "COLLABORATE: Work with a partner or small group to research solutions for reducing solid waste disposal and landfill use in your state or country. • What sources did you find during your research? How did you know they are credible? • Describe three current solutions for reducing solid waste disposal. • Describe at least one solution for reducing solid waste disposal that is not widespread now but may be in the future. • Evaluate the solutions you described for cost-effectiveness. This is the relationship between how well a solution works and how much it costs. • Which solution is the most cost-effective way to reduce solid waste disposal? First, orally communicate your solution to another group. Then present your solution to your class in the form of a drawing, poster, or digital slide show. Work with your teacher or other member of your community to implement your solution. Look for: Student presentations should include an explanation of the solution they feel is the most cost-effective way to reduce solid waste disposal. Students should use evidence and supporting materials to illustrate why they support this solution. Students may mention that it is important to conserve materials because of the effects of solid waste building up in landfills.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 494

Location: Column 1, Summarize, question text, sentence 8

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 494

Location: Column 1, Summarize, question text, sentence 8

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 50

Location: Direction line, top of page

Original Text: Answer these questions to review the lesson and practice for the lesson quiz.

Updated Text: Use the periodic table to help answer question 3.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 50

Location: Direction line, top of page

Original Text: Answer these questions to review the lesson and practice for the lesson quiz.

Updated Text: Use the periodic table to help answer question 3.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 504

Location: Column 2, Support for Student Answers, Analyze, lines 9-10

Original Text: "One question that may help answer the Driving Question is “Why don’t corals get washed away?"”

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 504

Location: Column 2, Support for Student Answers, Analyze, lines 9-10

Original Text: "One question that may help answer the Driving Question is “Why don’t corals get washed away?"”

Updated Text: N/A

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 51

Location: New caption text, right column next to photo

Original Text: n/a

Updated Text: A: antimony; B: red phosphorus; C: white phosphorus; D: arsenic; E: bismuth

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 51

Location: New caption text, right column next to photo

Original Text: n/a

Updated Text: A: antimony; B: red phosphorus; C: white phosphorus; D: arsenic; E: bismuth

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 511

Location: Column 2, Support for Student Answers, Describe answer text

Original Text: N/A

Updated Text: "Individuals are part of a population. A population is part of a community. A community is part of an ecosystem."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 511

Location: Column 2, Support for Student Answers, Describe answer text

Original Text: N/A

Updated Text: "Individuals are part of a population. A population is part of a community. A community is part of an ecosystem."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 512

Location: Column 1, STEPs 2-3 Facilitation

Original Text: "...with another group before refining map."

Updated Text: "...with another group before refining their map."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 512

Location: Column 1, STEPs 2-3 Facilitation

Original Text: "...with another group before refining map."

Updated Text: "...with another group before refining their map."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 524

Location: Standards Overview, Scientific and Engineering Practices, Relate the Impact of Research (6.4.A)

Original Text: "...process of science as related to the content"

Updated Text: "...contributions of diverse scientists as related to the content"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 524

Location: Standards Overview, Scientific and Engineering Practices, Relate the Impact of Research (6.4.A)

Original Text: "...process of science as related to the content"

Updated Text: "...contributions of diverse scientists as related to the content"

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 529

Location: Column 2, Can You Explain It?

Original Text: N/A

Updated Text: Image of woodpecker and nutcracker

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 529

Location: Column 2, Can You Explain It?

Original Text: N/A

Updated Text: Image of woodpecker and nutcracker

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 55

Location: Paragraph below photo

Original Text: "How can an object's density change? At first, a raisin sinks because it is denser than the carbonated liquid. Then bubbles of carbon dioxide attach to the surface of the raisin which increases the volume of the raisin with very little increase to its mass. The density of the raisin with attached bubbles is less than the carbonated liquid so it floats. Once the raisin with bubbles reaches the top, the gas bubbles escape to the surrounding air, the raisin’s volume decreases, and it sinks. Then the cycle repeats over and over. Raisins sinking, floating, sinking, and floating!"

Updated Text: Observe the video in the digital Interactive Lesson to find clues about why these raisins sink and float in the carbonated water.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 55

Location: Paragraph below photo

Original Text: "How can an object's density change? At first, a raisin sinks because it is denser than the carbonated liquid. Then bubbles of carbon dioxide attach to the surface of the raisin which increases the volume of the raisin with very little

increase to its mass. The density of the raisin with attached bubbles is less than the carbonated liquid so it floats. Once the raisin with bubbles reaches the top, the gas bubbles escape to the surrounding air, the raisin's volume decreases, and it sinks. Then the cycle repeats over and over. Raisins sinking, floating, sinking, and floating!"

Updated Text: Observe the video in the digital Interactive Lesson to find clues about why these raisins sink and float in the carbonated water.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 560

Location: Column 1, Can You Explain It?

Original Text: N/A

Updated Text: Image of a beaver

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 560

Location: Column 1, Can You Explain It?

Original Text: N/A

Updated Text: Image of a beaver

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 576

Location: Column 2, Can You Explain It?

Original Text: N/A

Updated Text: Image of a beaver

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 576

Location: Column 2, Can You Explain It?

Original Text: N/A

Updated Text: Image of a beaver

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 588

Location: Column 2, Setup

Original Text: "Prepare all materials for each pair to reduce student prep time and confusion."

Updated Text: "Thinly slice the celery stalk and prepare slides of each material before the lab."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 588

Location: Column 2, Setup

Original Text: "Prepare all materials for each pair to reduce student prep time and confusion."

Updated Text: "Thinly slice the celery stalk and prepare slides of each material before the lab."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 596

Location: Column 1, Differentiation: Challenge

Original Text: "Challenge students to identify scientific theories that have been dismissed by the public because they are “just theories.” For example, Galileo proposed the theory that Earth revolved around the sun, but it was dismissed by people who wanted to believe Earth was the center of the universe. Plate tectonics, handwashing, germ theory, and evolution are other theories that were dismissed. Ask students to research and explain why these scientific theories were eventually accepted."

Updated Text: "Scientists use the word theory to mean a system of ideas supported by scientific testing that explains phenomena. But in nonscientific usage, theory has a less-rigorous meaning that is similar to the meaning of the word idea. For example, someone might say, “I have a theory that my dog can read—it chews up only boxes that are addressed to me.” That person is using theory more to mean idea than to mean scientific theory. The theory is not supported by controlled testing and substantial evidence. On the other hand, plate tectonics, handwashing, germ theory, and evolution are examples of scientific theories because they are supported by an abundance of scientific evidence gathered by many scientists over many years. Challenge students to select a scientific theory of interest and research some of the evidence that supports it."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 596

Location: Column 1, Differentiation: Challenge

Original Text: "Challenge students to identify scientific theories that have been dismissed by the public because they are “just theories.” For example, Galileo proposed the theory that Earth revolved around the sun, but it was dismissed by people who wanted to believe Earth was the center of the universe. Plate tectonics, handwashing, germ theory, and evolution are other theories that were dismissed. Ask students to research and explain why these scientific theories were eventually accepted."

Updated Text: "Scientists use the word theory to mean a system of ideas supported by scientific testing that explains phenomena. But in nonscientific usage, theory has a less-rigorous meaning that is similar to the meaning of the word idea. For example, someone might say, “I have a theory that my dog can read—it chews up only boxes that are addressed to me.” That person is using theory more to mean idea than to mean scientific theory. The theory is not supported by controlled testing and substantial evidence. On the other hand, plate tectonics, handwashing, germ theory, and evolution are examples of scientific theories because they are supported by an abundance of scientific evidence gathered by many scientists over many years. Challenge students to select a scientific theory of interest and research some of the evidence that supports it."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 598

Location: N/A

Original Text: N/A

Updated Text: "RESEARCH: Identify a scientist who is currently researching scientific and medical ethics. • What is their education background and research focus? • What are some current ethics issues in science or medicine? • How does ethics research impact society? [anno font] Look for: A verifiable research scientist who is studying scientific and medical ethics, including their education background and current research focus. Student responses should include current ethics issues, and a description of how ethics research affects society."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 598

Location: N/A

Original Text: N/A

Updated Text: "RESEARCH: Identify a scientist who is currently researching scientific and medical ethics. • What is their education background and research focus? • What are some current ethics issues in science or medicine? • How does ethics research impact society? [anno font] Look for: A verifiable research scientist who is studying scientific and medical ethics, including their education background and current research focus. Student responses should include current ethics issues, and a description of how ethics research affects society."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 60

Location: Column 2, top of page/column

Original Text: N/A

Updated Text: Image of cell phone parts

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 60

Location: Column 2, top of page/column

Original Text: N/A

Updated Text: Image of cell phone parts

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 614

Location: Column 1, Setup

Original Text: N/A

Updated Text: "Use a drop of iodine on the microscope slide if needed to help visualize the onion skin."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 614

Location: Column 1, Setup

Original Text: N/A

Updated Text: "Use a drop of iodine on the microscope slide if needed to help visualize the onion skin."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 618

Location: Column 1, Setup

Original Text: "Prepare gelatin cubes and all materials beforehand to facilitate student activity. Make a plan for filling student beakers with warm water."

Updated Text: "For each group use a warm knife to slice one cube that is 2.7 cm on each side. and 27 cubes that are 0.8 cm on each side. Make a plan to fill student beakers with warm water."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 618

Location: Column 1, Setup

Original Text: "Prepare gelatin cubes and all materials beforehand to facilitate student activity. Make a plan for filling student beakers with warm water."

Updated Text: "For each group use a warm knife to slice one cube that is 2.7 cm on each side. and 27 cubes that are 0.8 cm on each side. Make a plan to fill student beakers with warm water."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 619

Location: Column 1, STEP 9, question text

Original Text: "STEP 9: Describe another way you could model a multicellular organism. Your proposed solution should be supported by your knowledge of cell theory and the model from this lab that relates cell size and function."

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 619

Location: Column 1, STEP 9, question text

Original Text: "STEP 9: Describe another way you could model a multicellular organism. Your proposed solution should be supported by your knowledge of cell theory and the model from this lab that relates cell size and function."

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 62

Location: Column 2, Set Up, Sentence 1

Original Text: "Prepare a circuit tester..."

Updated Text: "Use an existing circuit tester or prepare one..."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 62

Location: Column 1, Key Learning Activity, at end of Explain and model text

Original Text: N/A

Updated Text: "Demonstrate to students how to avoid having the ends of the wires touch."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 62

Location: Column 1, Key Learning Activity, at end of Explain and model text

Original Text: N/A

Updated Text: "Demonstrate to students how to avoid having the ends of the wires touch."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 62

Location: Column 2, Set Up, Sentence 1

Original Text: "Prepare a circuit tester..."

Updated Text: "Use an existing circuit tester or prepare one..."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 621

Location: Column 2, Support for Student Answers, STEP 4, question text

Original Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Construct an explanation to support your decision."

Updated Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Use scientific explanations of autotrophs and heterotrophs as well as the evidence your group gathered in STEP 2 during your argumentation. Be sure to engage respectfully with your group, whether you are agreeing or disagreeing. Record your final explanation."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 621

Location: Column 2, Support for Student Answers, STEP 4, question text

Original Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Construct an explanation to support your decision."

Updated Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Use scientific explanations of autotrophs and heterotrophs as well as the evidence your group gathered in STEP 2 during your argumentation. Be sure to engage respectfully with your group, whether you are agreeing or disagreeing. Record your final explanation."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 627

Location: Column 2, Support for Student Answers, STEP 4

Original Text: "STEP 4: Describe how the structure of the feature helps achieve its function."

Updated Text: "STEP 4: Think about the complementary nature of structure and function. Use this relationship to explain how the structure of the organism's feature helps to achieve its function."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 627

Location: Column 2, Support for Student Answers, STEP 4

Original Text: "STEP 4: Describe how the structure of the feature helps achieve its function."

Updated Text: "STEP 4: Think about the complementary nature of structure and function. Use this relationship to explain how the structure of the organism's feature helps to achieve its function."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 63

Location: Column 1, Support for Student Answers, Step 7 answer

Original Text: N/A

Updated Text: "...Data for the table in STEP 1 should reflect the properties of metals."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 63

Location: Column 1, Support for Student Answers, Step 7 answer

Original Text: N/A

Updated Text: "...Data for the table in STEP 1 should reflect the properties of metals."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 638

Location: Column 2, Making Sense of the Phenomenon

Original Text: "Making Sense of the Phenomenon" appears before "Support for Student Answers"

Updated Text: Move "Making Sense of the Phenomenon" to come before "At the end of the lesson, students should use the following evidence to answer the Driving Question."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 638

Location: Column 2, Making Sense of the Phenomenon

Original Text: "Making Sense of the Phenomenon" appears before "Support for Student Answers"

Updated Text: Move "Making Sense of the Phenomenon" to come before "At the end of the lesson, students should use the following evidence to answer the Driving Question."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 65

Location: Column 1, Properties of Metals, Support for Student Answers, Sentence at end of DISCUSS

Original Text: "Observe the metal worker. What property of metal is being displayed? Malleability"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 65

Location: Column 1, Properties of Metals, Support for Student Answers, Sentence at end of DISCUSS

Original Text: "Observe the metal worker. What property of metal is being displayed? Malleability"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 655

Location: Column 2, Support for Student Answers

Original Text: "Support for Student Answers"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 655

Location: Column 2, Support for Student Answers

Original Text: "Support for Student Answers"

Updated Text: N/A

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 66

Location: Image caption, top of page to right of photo

Original Text: Raisins sink in carbonated liquid. When carbonated bubbles attach to the surface of the raisin, they become less dense and float to the surface.

Updated Text: n/a [delete caption]

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 66

Location: Image caption, top of page to right of photo

Original Text: Raisins sink in carbonated liquid. When carbonated bubbles attach to the surface of the raisin, they become less dense and float to the surface.

Updated Text: n/a [delete caption]

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 76

Location: Column 1, Image at top of page

Original Text: Image of powdered materials

Updated Text: Image of cell phone parts

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 76

Location: Column 1, Image at top of page

Original Text: Image of powdered materials

Updated Text: Image of cell phone parts

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 8

Location: Column 2, Making Sense of the Phenomenon bullets 2 and 3

Original Text: "• Particles in a solid have less kinetic energy and are closer together than particles in a liquid. (Exploration 2) • Particles in a solid have more attraction to each other than particles in a liquid. (Exploration 3)"

Updated Text: "• Particles in solid ice vibrate in place, but do not change position relative to each other. Particles in liquid water move around each other, but are held very close together by forces between them. (Exploration 2) • Particles in a solid have less kinetic energy than particles in a liquid. (Exploration 3)"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 8

Location: Column 2, Making Sense of the Phenomenon bullets 2 and 3

Original Text: "• Particles in a solid have less kinetic energy and are closer together than particles in a liquid. (Exploration 2) • Particles in a solid have more attraction to each other than particles in a liquid. (Exploration 3)"

Updated Text: "• Particles in solid ice vibrate in place, but do not change position relative to each other. Particles in liquid water move around each other, but are held very close together by forces between them. (Exploration 2) • Particles in a solid have less kinetic energy than particles in a liquid. (Exploration 3)"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 81

Location: All content on page

Original Text: "Precipitate" heading, paragraph text below, ANALYZE prompt and photo

Updated Text: "Notes" [with write-on lines for students to take notes]

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 81

Location: All content on page

Original Text: "Precipitate" heading, paragraph text below, ANALYZE prompt and photo

Updated Text: "Notes" [with write-on lines for students to take notes]

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 85

Location: Column 1, Lab Facilitation, Support for Student Answers, before STEP 3

Original Text: N/A

Updated Text: "STEP 1: Examine the objects. Make a prediction about which items you think will float and which will sink. [answer]Students' predictions may be that a marble and paper clip will sink, but a packing pellet will float."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 85

Location: Column 1, Lab Facilitation, Support for Student Answers, before STEP 3

Original Text: N/A

Updated Text: "STEP 1: Examine the objects. Make a prediction about which items you think will float and which will sink. [answer]Students' predictions may be that a marble and paper clip will sink, but a packing pellet will float."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 89

Location: Column 1, below COMPARE question, new

Original Text: N/A

Updated Text: "COMPARE: Oil is added to the sand-water-air system in the jar. The oil floats in a layer between the water and the air. Use this information to compare the relative densities of the substances and put them in order from least dense to most dense. [two column, four row table] Least dense air oil water Most dense sand"

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 89

Location: Column 1, below COMPARE question, new

Original Text: N/A

Updated Text: "COMPARE: Oil is added to the sand-water-air system in the jar. The oil floats in a layer between the water and the air. Use this information to compare the relative densities of the substances and put them in order from least dense to most dense. [two column, four row table] Least dense air oil water Most dense sand"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 90

Location: Caption to the right of image

Original Text: A hoverboard floats and carries the person over different surfaces.

Updated Text: A hoverboard floats and carries the person over different surfaces. Think about how forces act in this situation.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 90

Location: Column 1, Key Learning Activity, Model and Explain Content, Sentence 3

Original Text: "...make sure students have converted mL to units for density properly to..."

Updated Text: "...make sure students have subtracted the mass of the beaker to..."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 90

Location: Column 1, Key Learning Activity, Model and Explain Content, Sentence 3

Original Text: "...make sure students have converted mL to units for density properly to..."

Updated Text: "...make sure students have subtracted the mass of the beaker to..."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 90

Location: Caption to the right of image

Original Text: A hoverboard floats and carries the person over different surfaces.

Updated Text: A hoverboard floats and carries the person over different surfaces. Think about how forces act in this situation.

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 91

Location: Column 2, Lab Facilitation Steps, after STEP 9

Original Text: N/A

Updated Text: "Teardown: Collect and save salt water for use in The Diver's Problem—Help the Diver Sink! lab."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 91

Location: Column 2, Lab Facilitation Steps, after STEP 9

Original Text: N/A

Updated Text: "Teardown: Collect and save salt water for use in The Diver's Problem—Help the Diver Sink! lab."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 92

Location: REVIEW interaction, answer choices

Original Text: Force has strength | direction.

Updated Text: Force has strength | direction | strength and direction.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 92

Location: REVIEW interaction, answer choices

Original Text: Force has strength | direction.

Updated Text: Force has strength | direction | strength and direction.

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 93

Location: Column 2, after Safety Information

Original Text: N/A

Updated Text: "SETUP Reuse salt water from the Will it Float? lab or make more if needed. Use about 1 Tablespoon of salt per each 250 mL of water."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 93

Location: Column 2, after Safety Information

Original Text: N/A

Updated Text: "SETUP Reuse salt water from the Will it Float? lab or make more if needed. Use about 1 Tablespoon of salt per each 250 mL of water."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 94

Location: List of vocabulary terms

Original Text: friction; gravity; magnetic force; normal force

Updated Text: force; friction; gravity; magnetic force; normal force

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): p. 94

Location: List of vocabulary terms

Original Text: friction; gravity; magnetic force; normal force

Updated Text: force; friction; gravity; magnetic force; normal force

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 97

Location: Column 1, Collaborate

Original Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument. Be creative! Your argument can be in the form of writing, drawing, or an oral presentation. Students should argue that patterns of density in objects can be found through mathematical formulas. Students could choose to do one or more of the following: • Describe their argument in writing. • Develop a mathematical formula showing how to calculate density. • Communicate their argument orally to the class as part of a discussion or presentation."

Updated Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument. First, present your argument verbally to a partner. Then, present your argument to your class in written form, such as in a report. Students should argue that patterns of density in objects can be found through mathematical formulas. Students should communicate their argument verbally to a partner, then present their argument to the class in writing. This could be a written report or an example of a mathematical formula that can be used to calculate density."

Component: *HMH Into Science Texas Teacher Guide Grade 6*
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 97

Location: Column 1, Collaborate

Original Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument. Be creative! Your argument can be in the form of writing, drawing, or an oral presentation. Students should argue that patterns of density in objects can be found through mathematical formulas. Students could choose to do one or more of the following: • Describe their argument in writing. • Develop a mathematical formula showing how to calculate density. • Communicate their argument orally to the class as part of a discussion or presentation."

Updated Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument. First, present your argument verbally to a partner. Then, present your argument to your class in written form, such as in a report. Students should argue that patterns of density in objects can be found through mathematical formulas. Students should communicate their argument verbally to a partner, then present their argument to the class in writing. This could be a written report or an example of a mathematical formula that can be used to calculate density."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 98

Location: Column 1, Collaborate

Original Text: "COLLABORATE: With a partner, find an example of technology in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation."

Updated Text: "COLLABORATE: With a partner, find an example of a technology solution in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation. Then, write up your explanation in the form of a report and submit to your teacher."

Component: ***HMH Into Science Texas Teacher Guide Grade 6***
ISBN: 9780358841593

Type: Editorial Change

Current Page Number(s): p. 98

Location: Column 1, Collaborate

Original Text: "COLLABORATE: With a partner, find an example of technology in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation."

Updated Text: "COLLABORATE: With a partner, find an example of a technology solution in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation. Then, write up your explanation in the form of a report and submit to your teacher."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): pp. 147–148

Location: Bottom of p. 147 (after "Record your plan" prompt) and top of p. 148

Original Text: n/a

Updated Text: STEP 2: Exchange plans with another group and evaluate their experimental design. Recall that experimental design involves consideration of how each variable is related, how many trials should be done, and how you will measure your results. STEP 3: As a class, evaluate the designs of all the groups. Based on your evaluation, agree on an experimental design that is most likely to help you safely compare different amounts of reactants and the relative amount of chemical energy released in the system. Record your revised plan. [Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358861690

Type: Editorial Change

Current Page Number(s): pp. 147–148

Location: Bottom of p. 147 (after "Record your plan" prompt) and top of p. 148

Original Text: n/a

Updated Text: STEP 2: Exchange plans with another group and evaluate their experimental design. Recall that experimental design involves consideration of how each variable is related, how many trials should be done, and how you will measure your results. STEP 3: As a class, evaluate the designs of all the groups. Based on your evaluation, agree on an experimental design that is most likely to help you safely compare different amounts of reactants and the relative amount of chemical energy released in the system. Record your revised plan. [Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

Component: ***HMH Into Science Texas Teacher License Digital Grade 6***
ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.11 Test, page 1

Location: Item 3

Original Text: 3. People in some remote locations often suffer more than most from energy shortages. Cost and transport often make it impractical for these people to use the forms of energy common to more developed places. Which source of energy, used in isolated regions, causes not only climate change but also loss of animal habitat and water shortages? A. coal B. firewood C. geothermal D. hydropower

Updated Text: [This item is being deleted from TEKS 6.11 Test.]

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ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.11 Test, page 2

Location: Item 5, second bullet

Original Text: 5. Managing resources so that they are not depleted or polluted is important to the goal of reducing malnutrition. Explain how preventing each of these problems helps prevent increased malnutrition: [bullet] When too much groundwater is drawn from the aquifer in coastal farming areas, ocean salt water may move into the water table and make the groundwater salty. [bullet] Climate change, caused by release of greenhouse gases, can include conditions that lead to prolonged droughts. Read the question carefully. Then write your answer and evidence on the lines provided.

Updated Text: 5. Managing resources so that they are not depleted or polluted is important to the goal of reducing malnutrition. Explain how preventing each of these problems helps prevent increased malnutrition: [bullet] When too much groundwater is drawn from the aquifer in coastal farming areas, ocean salt water may move into the water table and make the groundwater salty. [bullet] Eliminating all trees from a large area can result in more soil erosion by wind or water. Read the question carefully. Then write your answer and evidence on the lines provided.

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ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 11

Location: Item 23, images for answer choices A and C

Original Text: Answer choice A image shows map with similar number of species in TX and OK Answer choice C image shows map with many species in ND, few species in NE

Updated Text: Answer choice A image shows map with many species in ND, few species in NE Answer choice C image shows map with similar number of species in TX and OK

Component: ***HMH Into Science Texas Teacher License Digital Grade 6***
ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 11

Location: Item 23, images for answer choices A and C

Original Text: Answer choice A image shows map with similar number of species in TX and OK Answer choice C image shows map with many species in ND, few species in NE

Updated Text: Answer choice A image shows map with many species in ND, few species in NE Answer choice C image shows map with similar number of species in TX and OK

Component: ***HMH Into Science Texas Teacher License Digital Grade 6***
ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 23

Location: Item 50, prompt, sentence 5

Original Text: "How might the reduction in cost affect the field of medicine?"

Updated Text: "How would the reduction in cost MOST LIKELY affect the field of medicine?"

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ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 23

Location: Item 50, prompt, sentence 5

Original Text: "How might the reduction in cost affect the field of medicine?"

Updated Text: "How would the reduction in cost MOST LIKELY affect the field of medicine?"

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ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 24

Location: Item 55, prompt, sentences 5–7

Original Text: "There are also alpha females that have social status over other females. They tend to work together to form a group under the alphas. Based on this information, which type of relationship exists in the chimpanzee community?"

Updated Text: "There are also alpha females that have social status over other females who tend to work together to form a group under the alphas. Based on this information, which type of relationship exists in the chimpanzee community?"

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ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 24

Location: Item 55, prompt, sentences 5–7

Original Text: "There are also alpha females that have social status over other females. They tend to work together to form a group under the alphas. Based on this information, which type of relationship exists in the chimpanzee community?"

Updated Text: "There are also alpha females that have social status over other females who tend to work together to form a group under the alphas. Based on this information, which type of relationship exists in the chimpanzee community?"

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ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 27

Location: Item 62, prompt, paragraph 2

Original Text: "The students proposed a number of possible solutions. Which solution could BEST help restore all of the species' populations in the wooded plot?"

Updated Text: "The students proposed a number of possible solutions to decreasing populations. Which solution could BEST help restore all of the species' populations in the wooded plot?"

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ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 27

Location: Item 62, prompt, paragraph 2

Original Text: "The students proposed a number of possible solutions. Which solution could BEST help restore all of the species' populations in the wooded plot?"

Updated Text: "The students proposed a number of possible solutions to decreasing populations. Which solution could BEST help restore all of the species' populations in the wooded plot?"

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.10.B, Engage, Screen 3

Location: STEP 1, 2nd and 3rd sentences

Original Text: "Use a scale of one kilometer to one centimeter. This means 100 kilometer in the real world will be equal to 1 centimeter on your model."

Updated Text: "Use a scale of 100 kilometers to one centimeter. This means 100 kilometers in the real world will be equal to 1 centimeter on your model. "

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.10.B, Engage, Screen 3

Location: STEP 1, 2nd and 3rd sentences

Original Text: "Use a scale of one kilometer to one centimeter. This means 100 kilometer in the real world will be equal to 1 centimeter on your model."

Updated Text: "Use a scale of 100 kilometers to one centimeter. This means 100 kilometers in the real world will be equal to 1 centimeter on your model. "

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Engage, Screen 2

Location: Materials

Original Text: "Materials (per pair or group)"

Updated Text: "Materials (per group)"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Engage, Screen 2

Location: Materials

Original Text: "Materials (per pair or group)"

Updated Text: "Materials (per group)"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Exploration 1, Screen 3

Location: Materials

Original Text: "Materials"

Updated Text: "Materials (per group)"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Exploration 1, Screen 3

Location: Materials

Original Text: "Materials"

Updated Text: "Materials (per group)"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Exploration 2, Screen 2

Location: Paragraph 2, sentence 1

Original Text: "A borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Updated Text: "A saturated borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves. "

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Exploration 2, Screen 2

Location: Paragraph 2, sentence 1

Original Text: "A borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Updated Text: "A saturated borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves. "

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.A, Elaborate, Screen 1

Location: new path

Original Text: N/A

Updated Text: [new path] "Research" [new image: school of fish]

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.A, Elaborate, Screen 1

Location: new path

Original Text: N/A

Updated Text: [new path] "Research" [new image: school of fish]

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Evaluate, Screen 1

Location: Summarize, question text, sentence 8

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Evaluate, Screen 1

Location: Summarize, question text, sentence 8

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Evaluate, Screen 7

Location: Photo and related caption, below "Why It Matters" heading

Original Text: [photo of People's Climate March] [caption] The People's Climate March that took place in New York City in 2014 raised awareness of environmental issues.

Updated Text: [Delete photo and caption]

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Exploration 2, Screen 1

Location: Fourth paragraph (next to photo of wind turbines), third sentence

Original Text: Scientists have also developed technologies to eliminate the need to mine and burn fossil fuels or to tap other available resources. For example, wind turbines use the wind that already blows across a region and don't burn fossil fuels to generate electricity. This technology is considered clean energy because wind turbines do not create air pollution when they are running. However, building wind turbines does require resources. Obtaining those resources may affect the environment negatively.

Updated Text: Scientists have also developed technologies to eliminate the need to mine and burn fossil fuels or to tap other available resources. For example, wind turbines use the wind that already blows across a region and don't burn fossil fuels to generate electricity. This technology is considered by some to be "clean energy" because wind turbines do not create air pollution when they are running. However, building wind turbines does require resources. Obtaining those resources may affect the environment negatively.

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Exploration 2, Screen 7

Location: Second paragraph (just above video), additional sentence to end paragraph

Original Text: Many major car manufacturers have invested in developing electric vehicle technology. Because electric vehicles do not emit any air pollution, wide adoption of these vehicles could significantly improve air quality in many cities.

Updated Text: Many major car manufacturers have invested in developing electric vehicle technology. Because electric vehicles do not emit any air pollution, wide adoption of these vehicles could significantly improve air quality in many cities. This benefit to a city would not eliminate air pollution altogether, because electricity generated for electric vehicles typically involves creating some air pollution elsewhere.

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.A, Exploration 1, Screen 2

Location: INVESTIGATE Hot Spot interactivity, bottom of screen

Original Text: hotspot label: "Trout"

Updated Text: hotspot label: "Salmon"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.A, Exploration 1, Screen 2

Location: INVESTIGATE Hot Spot interactivity, bottom of screen

Original Text: hotspot label: "Trout"

Updated Text: hotspot label: "Salmon"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.B, Exploration 1, Screen 7

Location: APPLY Short Answer interactivity

Original Text: "The gazelle is a [predator | prey]."

Updated Text: "The gazelle is [a predator | prey]."

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.B, Exploration 1, Screen 7

Location: APPLY Short Answer interactivity

Original Text: "The gazelle is a [predator | prey]."

Updated Text: "The gazelle is [a predator | prey]."

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.C, Evaluate, Screen 6

Location: Why It Matters, Connections to Consider

Original Text: "What would happen if the population of one of these organisms decreased?"

Updated Text: "What would happen if tree populations in a forest decreased?"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.C, Evaluate, Screen 6

Location: Why It Matters, Connections to Consider

Original Text: "What would happen if the population of one of these organisms decreased?"

Updated Text: "What would happen if tree populations in a forest decreased?"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.C, Exploration 3, Screen 2

Location: Mark and Recapture Method Formula, blue box

Original Text: "population estimate = (# marked in s1) / (% marked in s2)"

Updated Text: "6. The formula scientists use to estimate population size using the mark-recapture method is shown below. (number of individuals in Sample 1 X number of individuals in Sample 2) / number of marked individuals in Sample 2"

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.C, Exploration 3, Screen 2

Location: Mark and Recapture Method Formula, blue box

Original Text: "population estimate = (# marked in s1) / (% marked in s2)"

Updated Text: "6. The formula scientists use to estimate population size using the mark-recapture method is shown below. (number of individuals in Sample 1 X number of individuals in Sample 2) / number of marked individuals in Sample 2"

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.13.C, Elaborate, Screen 2

Location: Three paragraphs below photo

Original Text: Born in the Philippines and raised in California, Dr. John Paul Balmonte is a member of the LGBTQ+ community and was the first person in his family to get a PhD. His studies of bacteria in aquatic ecosystems have taken him all over the world. Bacteria play many crucial roles in ecosystems as both producers and decomposers. Dr. Balmonte uses DNA sequencing to learn more about the types and functions of bacteria in lakes, rivers, and oceans. Some specific areas of research that Dr. Balmonte has studied include how susceptible some aquatic bacteria are to being infected by viruses and how some aquatic bacteria are able to live in high pressure conditions. In addition to his research, Dr. Balmonte likes to talk with students from around the world about being a scientist. He also participates in a variety of educational outreach events and enjoys being part of diversity, equity, and inclusion initiatives.

Updated Text: Education is important to Dr. John Paul Balmonte, who was born in the Philippines and was the first person his family to get a PhD. In fact, he considers himself an educator as well as a scientist. Despite being busy with research, he makes time to talk with students around the world about being a scientist. He also participates in a variety of outreach events at schools and museums and enjoys being part of diversity, equity, and inclusion initiatives. Dr. Balmonte's research on bacteria in aquatic ecosystems has taken him all over the world. Bacteria play many crucial roles in ecosystems as both producers and decomposers. He uses DNA sequencing to learn more about the types and functions of bacteria in lakes, rivers, and oceans. Specific areas of research that Dr. Balmonte has studied include how susceptible some aquatic bacteria are to being infected by viruses and how some aquatic bacteria are able to live in environments deep undersea that are at high pressure. Dr. Balmonte trained at the University of North Carolina at Chapel Hill, and he is currently an Assistant Professor at Lehigh University.

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.6.D, Engage, Screen 4

Location: Paragraph after Video Interactivity, MOVE TO Video Instruction

Original Text: "At first, a raisin sinks because it is denser than the carbonated liquid. Then bubbles of carbon dioxide attach to the surface of the raisin which increases the volume of the raisin with very little increase to its mass. The density of the raisin with attached bubbles is less than the carbonated liquid so it floats. Once the raisin with bubbles reaches the top, the gas bubbles escape to the surrounding air, the raisin's volume decreases, and it sinks."

Updated Text: "Observe closely to find clues about why these raisins sink and float in the carbonated water."

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.6.D, Engage, Screen 4

Location: Paragraph after Video Interactivity, MOVE TO Video Instruction

Original Text: "At first, a raisin sinks because it is denser than the carbonated liquid. Then bubbles of carbon dioxide attach to the surface of the raisin which increases the volume of the raisin with very little increase to its mass. The density of the raisin with attached bubbles is less than the carbonated liquid so it floats. Once the raisin with bubbles reaches the top, the gas bubbles escape to the surrounding air, the raisin's volume decreases, and it sinks."

Updated Text: "Observe closely to find clues about why these raisins sink and float in the carbonated water."

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ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.A, Evaluate, Screen 6

Location: Kinetic Energy for Objects of Different Masses Moving at Different Speeds Table for practice question 6, far right column heading

Original Text: N/A

Updated Text: "Kinetic energy at faster speed"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.A, Evaluate, Screen 6

Location: Kinetic Energy for Objects of Different Masses Moving at Different Speeds Table for practice question 6, far right column heading

Original Text: N/A

Updated Text: "Kinetic energy at faster speed"

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.B, Exploration 1, Screen 4

Location: Short Text Interactivity, STEP 2

Original Text: "Explore with the materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights."

Updated Text: "Explore the provided materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights. Record your observations."

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.B, Exploration 1, Screen 4

Location: Short Text Interactivity, STEP 2

Original Text: "Explore with the materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights."

Updated Text: "Explore the provided materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights. Record your observations."

Component: ***HMH Into Science Texas Student License Digital Grade 6***
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.C, Engage, Screen 7

Location: Drag and Drop Interactivity, Question 2 feedback

Original Text: "A perpendicular line is at a right angle, or 90°, from a horizontal line."

Updated Text: "A perpendicular line is at a right angle, or 90°, from another line."

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.C, Engage, Screen 7

Location: Drag and Drop Interactivity, Question 2 feedback

Original Text: "A perpendicular line is at a right angle, or 90°, from a horizontal line."

Updated Text: "A perpendicular line is at a right angle, or 90°, from another line."

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.C, Evaluate, Screen 4

Location: Short Text Interactivity, Question 3

Original Text: "The person moves the end of the spring coil toy forward and back in the same direction as the length of the toy."

Updated Text: "The person moves the end of the spring coil toy up and down in a direction perpendicular to the length of the toy."

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.C, Evaluate, Screen 4

Location: Short Text Interactivity, Question 3

Original Text: "The person moves the end of the spring coil toy forward and back in the same direction as the length of the toy."

Updated Text: "The person moves the end of the spring coil toy up and down in a direction perpendicular to the length of the toy."

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.9.A, Exploration 4, Screen 3

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.9.A, Exploration 4, Screen 3

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.9.A, Exploration 4, Screen 4

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.9.A, Exploration 4, Screen 4

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH Into Science Texas Teacher License Digital Grade 6*
ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.9.A, Quiz, p. 1

Location: Item 3, Answer Choice A

Original Text: "A. Earth follows an oval path around the sun."

Updated Text: "A. Earth follows a highly elliptical path around the sun."

Component: *HMH Into Science Texas Teacher License Digital Grade 6*
ISBN: 9780358860907

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.9.A, Quiz, p. 1

Location: Item 3, Answer Choice A

Original Text: "A. Earth follows an oval path around the sun."

Updated Text: "A. Earth follows a highly elliptical path around the sun."

Feedback and Publisher Responses

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.10.C, Exploration 2, Screen 3

URL:

View Content

Feedback Text: It seems like this should be more explicit. The volcanic process and all the steps connecting it to a cycle...it's sort of there.

Publisher Response: HMH does not intend to make a change. This concept is revisited multiple times in this lesson (and in other lessons) implicitly and explicitly. The screen following this citation (Exploration 2 Screen 4) addresses the idea of igneous rocks possibly being reformed into magma where the cycle continues. The idea is revisited in Exploration 4 with respect to sedimentary rocks, and again in the Elaborate section with a rock of student's choosing.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.11.A, Elaborate, New Screen 9

Feedback Text: I would consider the Texas Gulf when writing the textbook. There have been many conservation measurements for fishing and none of it has benefitted "normal" or poverty stricken people, only the fishing companies. Everyone else is hit with smaller fighing windows and different size variations.

Publisher Response: A note will be added to the Teacher's Guide page (either p. 460 or p. 461) that will support the new screen 9 to suggests conservation efforts in the Texas Gulf Coast region as an option for student research.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.11.A, Exploration 2, Screen 4

URL:

View Content

Feedback Text: If I were a new teacher, I would really want more explicit information exchange with students regarding what accuracy means and how to assess it. Also, what do they do if accuracy is an issue?

Publisher Response: We will add more support for Step 8 facilitation in the Teacher's Guide on either p. 444 or p. 445 as follows: "Accuracy is how close data or a measurement is to its true value. If multiple independent investigations or sources produce similar data, the values are more likely to be accurate. If the values vary widely, lead a class discussion about possible sources of error."

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.11.A, Exploration 3, Screen 4

URL:

View Content

Feedback Text: I would say more about poverty specifically, especially how it relates to tourism. Some kids will not connect them unless it's more explicit.

Publisher Response: HMH will add the following content to the end of the last (4th) paragraph of text on Screen 4: “Tourism brings money to an area when tourists purchase goods and services, such as food and lodging. Tourism can help reduce poverty by providing employment and business opportunities. This can be especially helpful in areas that have fewer ways for people to support themselves.”

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.11.A, Exploration 4, Screen 4

URL:

View Content

Feedback Text: More sources would be better. The students could then assess the info they're given or learn other information that helps them get a bigger picture of the problem.

Publisher Response: HMH will add a sentence to the end of the second paragraph in the COLLABORATE prompt: “Other government (.gov), education (.edu), and non-profit (.org) websites may also be credible resources for this topic.” Furthermore, the New Content HMH has provided to revise the “Make Informed Decisions” prompt, which has already been accepted by the panelists, asks students to list three or more credible sources they used in their research.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.11.A, Exploration 4, Screen 4

URL:

View Content

Feedback Text: On the first page of Exploration 4, a graph appears to connect population increases to having less farmland (overpopulation). There could be other reasons...like technology allowing for larger crop production with less land. Very simplistic.

Publisher Response: HMH will make a change to the Teacher Guide, (either p. 451 or p. 453) under an “Elicit Student Thinking” heading to read “Have students consider other ways that having less farmland may be able to still support a population, for example through improved farming techniques, or different technology.”With that said, there are plenty of opportunities already within the student-facing materials to scaffold the sort of critical thinking the panelists request. For example, at the bottom of the first screen of Exploration 4, which the panelists reference in this comment, the ANALYZE and PREDICT interactions below the graph allow for more thought and discussion about other factors that influence land use. In addition, the fourth screen of this exploration includes a Guided Research project on the connections between resource management and reducing malnutrition. The scaffolding questions for the project include having students carefully consider many related issues, just as the panelists request.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.11.A, Exploration 5, Screen 2

Feedback Text: This is a conflict of interested since the UN already has their own curriculum under the IB program. Students are not electing to be enrolled in the IB program, but are being required to consider their viewpoints. Local districts have to vote to bring in the IB program and this oversteps.Also, out of step with Texas Education Code 28.0022 since it doesn't show how policy has positive and negative impacts on societies.

Publisher Response: HMH will remove the two sentences at the end of the second paragraph. In addition, the New Content “EXPLAIN” interaction referenced above was rejected by the panel and a new "EXPLAIN" interaction has already been written and approved by the panel that does not reference policy, but rather identifies issues in access to energy.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.11.A, Exploration 5, Screen 4

URL:

View Content

Feedback Text: would be more balanced if it included other countries and their energy uses to put this into better perspective

Publisher Response: As described in the New Content HMH submitted to the panel, and which the panel approved, this research prompt will be revised so students are asked to pick a country to research, with the following countries given as examples: United States, Russia, China, Iceland, Saudi Arabia, or Brazil.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.13.A, Exploration 3, Screen 5

Feedback Text: There's nothing here about structure and function. This would be appropriate AFTER a real lesson.

Publisher Response: To clarify the connection to structure and function, HMH will revise the ANALYZE prompt to say, “Review the text and images about the structure and function of a microscope. What function does a microscope’s structure help it to perform?” This revision better connects to the EXPLAIN prompt that follows.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.13.B, Exploration 2, Screen 6

URL:

View Content

Feedback Text: I would really have an explicit reminder of cell theory since it is the focus of the explore 2.

Publisher Response: HMH will add a reminder of cell theory before Step 8 on this screen.

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.13.B, Exploration 3, Screen 4

URL:

View Content

Feedback Text: I would be very explicit to include the word function in that first sentence. Second language kids or poor readers might not connect that intuitively without that.

Publisher Response: HMH will change the first sentence to read “A Venus flytrap has specialized structures that help the plant with functions such as detecting, trapping, and digesting insects.”

Component: *HMH Into Science Texas Student License Digital Grade 6*
ISBN: 9780358860662

Page Number(s): TEKS Lesson 6.9.B, Exploration 4, Screen 2

URL:

View Content

Feedback Text: There's nothing about how to argue well with others like there was on the last breakout. It seems like it should be front and center if that TEKS is included in the Exploration.

Publisher Response: HMH will add the following tip about respectful argumentation, immediately before Step 5. “TIP: Make an Argument A scientific argument consists of making a claim and using evidence and reasoning to support the claim. Scientific arguments may be presented in many ways, and argumentation is a process scientists use to analyze data and explain phenomena. To defend a claim, cite the evidence that supports your claim and the reasoning you used. If another person is making an argument, you may ask for clarification by repeating what they say in your own words, or by asking them to explain how the evidence supports their claim.”

Component: ***HMH Into Science Texas Teacher License Digital Grade 6***
ISBN: 9780358860907

Page Number(s): G6 skills bank, Item 36

URL:

View Content

Feedback Text: Please consider adding the theory referred to specifically instead of just having it implied. It would tie into the standard better. You have many others that hit the nail on the head. This only sort of does that.

Publisher Response: HMH will add a reference to the theory of Plate Tectonics to this Skills Bank item.

Component: ***HMH Into Science Texas Teacher License Digital Grade 6***
ISBN: 9780358860907

Page Number(s): TEKS 6.6 Test, Item 9

URL:

View Content

Feedback Text: This is a good question for the breakout. How will students have an opportunity to learn this when it isn't in the narrative?

Publisher Response: HMH believes there are opportunities to learn this. In the lesson, students learn that objects sink in fluids when they are more dense. They learn how to calculate density given mass and volume. They also compare quantitative measures of density to identify relative density and whether an object will sink or float. In STEP 4 of the Hands-On Lab: Will It Float? Part 2, it is noted that 1 mL = 1 cm3. Students can apply their knowledge in another context where they are given the mass and volume of an object and the density values of various fluids. That being said, it is worth adding a reminder to this item. HMH will change the item stem to read, “A solid object has a mass of 24 grams and a volume of 20 cubic centimeters. One cubic centimeter is equal to one milliliter.”

Component: ***HMH Into Science Texas Teacher License Digital Grade 6***
ISBN: 9780358860907

Page Number(s): TEKS 6.6.D Quiz, Item 1

URL:

View Content

Feedback Text: Please consider creating short scenario where selecting the material is part of a reasonable solution (model needs to float versus sink) etc

Publisher Response: HMH will edit this Quiz item to include sunflower oil and water as liquids, and students will need to choose a material based on density for a solution that identifies a solid that will float in both liquids.

Publisher: Houghton Mifflin Harcourt

Science, Grade 7

Program: HMH Into Science Texas Hybrid Classroom Package Grade 7: ELPS

Editorial Changes

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.9.B, Elaborate, Screen 2

Location: All paragraphs of text on Screen 2

Original Text: Nergis Mavalvala, PhD, is a professor of astrophysics and Dean of the School of Science at the Massachusetts Institute of Technology (MIT). She researches gravitational waves. Mavalvala was born and grew up in Pakistan. She attended a school that divided students into either a math and science or a literature track, and she was happy to be placed on the math and science track. She eventually moved to the United States to pursue her education and career in physics. Mavalvala is proud to be a role model for women, people of color, and members of the LGBTQIA+ community who work in science. Space-Time Isaac Newton's universal law of gravitation describes gravity as a force. Newton was troubled by the concept of noncontact forces. If Earth and the sun are attracted, how do they "know" about each other? Albert Einstein answered this question by theorizing that space and time are woven together like fabric and that massive objects curve this fabric. Imagine a bowling ball on a trampoline. The bowling ball causes the trampoline's fabric to dip downward and curve. A marble on the edge of the trampoline will move toward the bowling ball due to the curve in the fabric. Massive objects curve space-time and affect other objects' paths. Earth moves around the sun because the sun curves space-time and Earth follows that curvature. While Newton's equations are still used in many situations, Einstein's model of gravity proved more accurate and is now used in sensitive applications, such as GPS systems and astronomy. Gravitational Waves and LIGO Mavalvala began researching gravitational waves while she was in graduate school at MIT. Gravitational waves are ripples in the fabric of space-time. Einstein predicted that massive objects, such as black holes, could disturb space-time and generate ripples, similar to those made by a rock thrown into a pond. Although gravitational waves were predicted in 1916, measuring the waves has been a challenge. Mavalvala works on a project built specifically for this task called the Laser Interferometer Gravitational-Wave Observatory (LIGO). The project detects gravitational waves produced by objects millions to billions of light-years from Earth. LIGO consists of two observation facilities located thousands of kilometers apart that work together to detect gravitational waves. Each facility has two, 4-km arms that are set in an L shape. LIGO uses lasers to detect tiny changes in space-time. In 2015, LIGO became the first instrument to detect gravitational waves. The waves that LIGO detected were produced by two black holes that collided 1.3 billion light-years away. Mavalvala's lab at MIT continues to develop new ways to improve the sensitivity of LIGO. As the sensitivity of the instrument increases, scientists will be able to detect fainter gravitational waves.

Updated Text: Nergis Mavalvala, PhD, is a professor of astrophysics and Dean of the School of Science at the Massachusetts Institute of Technology (MIT). Throughout her career, and especially as the Dean, Mavalvala has been a voice for equality, diversity, women's access to education, and racial and social justice for all. Mavalvala's own access to education began in Pakistan where she was born and grew up. She attended a school that divided students into either a math and science or a literature track, and she was happy to be placed on the math and science track. She eventually moved to the United States to pursue her education and career in physics, starting at Wellesley College in Massachusetts, where she double-majored in physics and astronomy. After receiving a PhD in Physics from MIT, she continued researching new approaches to measuring gravitational waves at the California Institute of Technology, and then returned to MIT. Space-Time and Gravitational Waves The concept of gravitational waves results from Albert Einstein's theorizing about noncontact forces such as gravity. Isaac Newton's universal law of gravitation describes gravity as a force. But Newton was troubled by the concept of noncontact forces. If Earth and the sun are attracted but aren't in

contact with each other, how do they “know” about each other? Albert Einstein answered this question by theorizing that space and time are woven together like fabric and that massive objects curve this fabric. As an analogy, imagine a bowling ball on a trampoline. The bowling ball causes the trampoline’s fabric to dip downward and curve. A marble on the edge of the trampoline will move toward the bowling ball due to the curve in the fabric. Massive objects curve space-time and affect other objects' paths. Earth moves around the sun because the sun curves space-time and Earth follows that curvature. While Newton’s equations are still used in many situations, for very precise measurements, Einstein’s model of gravity proved more accurate for sensitive applications, such as GPS systems and astronomy. Einstein’s theory of gravity also predicted that massive objects, such as black holes, could disturb space-time and generate waves, similar to the ripples made by a rock thrown into a pond. LIGO and Detecting Black Holes Although gravitational waves were predicted in 1916, measuring the waves has been a challenge. Mavalvala began researching gravitational waves while she was in graduate school at MIT and has continued work on refining approaches to measuring gravitational waves throughout her academic career. For decades, Mavalvala has worked on a project built specifically for this task called the Laser Interferometer Gravitational-Wave Observatory (LIGO). The project detects gravitational waves produced by objects millions to billions of light-years from Earth. LIGO consists of two observation facilities located thousands of kilometers apart that work together to detect gravitational waves. Each facility has two, 4-km arms that are set in an L shape. LIGO uses lasers to detect tiny changes in the lengths of the arms as gravitational waves pass by and stretch space time. In 2015, LIGO became the first instrument to detect gravitational waves. The waves that LIGO detected were produced by two black holes that collided 1.3 billion light-years away. Mavalvala’s lab at MIT continues to develop new ways to improve the sensitivity of LIGO. As the sensitivity of the instrument increases, scientists will be able to detect fainter gravitational waves.

Program: HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS

Editorial Changes

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): Changes in Matter (TEKS 7.6) Test A, Item 4, p. 2

Location: Answer Choice D

Original Text: "D. aluminum"

Updated Text: "D. silver"

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): Changes in Matter (TEKS 7.6) Test A, Item 4, p. 2

Location: Answer Choice D

Original Text: "D. aluminum"

Updated Text: "D. silver"

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): Earth and the Solar System (TEKS 7.9) Test A, p. 3

Location: Item 6, art

Original Text: Art edit needed for clarity

Updated Text: Make art edit to (a) add rotation arrows (counterclockwise for both) to Earth and moon orbits, and (b) revise Earth to show continents from a North pole view.

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): Forces and Motion (TEKS 7.7) Test A, p. 4

Location: Item 12, answer choice B

Original Text: "B. They should remove the upward and downward pointing arrows."

Updated Text: "B. They should remove the forward pointing arrow."

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): Forces and Motion (TEKS 7.7) Test A, p. 4

Location: Item 12, answer choice B

Original Text: "B. They should remove the upward and downward pointing arrows."

Updated Text: "B. They should remove the forward pointing arrow."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 103

Location: Middle of page, OBSERVE prompt

Original Text: OBSERVE Working with a small group, record everything you notice about the motion of the dog.

Updated Text: OBSERVE In your digital Interactive Lesson, observe the video of a dog trying to change its motion on ice to pick up a toy. Working with a small group, record everything you notice about the motion of the dog.

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 114

Location: Column 1, Support for Student Answers, Summarize, first option

Original Text: "Motion is a change in an objects position over time."

Updated Text: "Motion is the act of an object changing position."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 119

Location: Column 1, Vocabulary, displacement definition

Original Text: "the change in position of an object"

Updated Text: "the change in position of an object relative to a starting reference point"

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 119

Location: Column 1, Vocabulary, motion definition

Original Text: "an object's change in position relative to a reference point"

Updated Text: "the act of an object changing position"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 122

Location: Top half of page, second vocabulary term below photo

Original Text: "(B) convection the movement of matter due to differences in density"

Updated Text: "(B) convection the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 125

Location: Column 1, Science Words, Review Prerequisite Vocabulary, Support for Student Answers, Review, Options 1 and 3

Original Text: "displacement" "the change in position of an object" "motion" "an object's change in position relative to a reference point"

Updated Text: "displacement" "the change in position of an object relative to a starting reference point" "motion" "the act of an object changing position"

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 125

Location: Column 1, Preview Lesson Vocabulary, Motion, Sentence 1

Original Text: "motion: Motion is an object's change in position relative to a reference point."

Updated Text: "motion: Motion is the act of an object changing position."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 129

Location: Middle of page, below Lesson Vocabulary

Original Text: "convection: the movement of matter due to differences in density"

Updated Text: "convection: the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 131

Location: Column 2, Hands-On Lab Facilitation, Step 2 MOVE TO p. 132 Column 1

Original Text: "... Note: ..."

Updated Text: "...Do not pull car back more than 25 cm to avoid damaging the gears. Note: ..."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 137

Location: Column 1, Support Your Claim answer, bullet 1

Original Text: "Motion is a change in position from a reference point that can be measured by distance and time."

Updated Text: "Motion is the act of an object changing position that can be measured by distance and time."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 144

Location: Column 2, Setup

Original Text: "You may wish to pre-cut the string."

Updated Text: "Cut a length of string or thread about 20–25 cm long for each group."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 145

Location: Column 1, Support for Student Answers, Steps 2–3

Original Text: "STEPS 2–3: Student data should show the higher mass cart requires more force to start moving it than the lower mass cart."

Updated Text: "STEPS 2–3: Gently pull the cart, keeping the string as level as possible. Record the force required to start the low mass cart moving. Repeat three more times. [answer] Data should show a low amount of force is needed to start the low mass cart moving."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 145

Location: Column 1, Support for Student Answers, Steps 4 and 6

Original Text: "STEP 4: Sample answer ..." "STEP 6: Sample answer ..."

Updated Text: "STEP 4: Observe the cart after you stop pulling. Record your observations. Sample answer ..." "STEP 6: Observe the cart after you stop pulling. Record your observations. Sample answer ..."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 145

Location: Column 1, Support for Student Answers, between Steps 4 and 6

Original Text: N/A

Updated Text: "STEP 5: Place extra mass on the cart. Repeat Steps 2 and 3. [answer] Data should show a greater amount of force is needed to start the high mass cart moving."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 148

Location: Top of page, Step 3

Original Text: "STEP 3: Place the small container into the larger hot-water container and record the temperature of the thermometers every 30 seconds for 3−5 minutes. Record the values in the table."

Updated Text: "Place and hold the small container in the larger hot-water container so that the water in the small container is submerged, but the hot water does not spill into the small container. Continue holding the container in place and record the temperature of both thermometers every 30 seconds for 3–5 minutes. Record values in the table on the next page."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 15

Location: Column 2, Differentiation: Extra Support

Original Text: N/A

Updated Text: "... Students may be confused by oxygen, which is an element, but here is shown as a combination of two atoms O_2, making this an example of a chemical formula."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 152

Location: Top of page, text above and below photo

Original Text: "Explore the science word related to this lesson." [photo of two temperature displays]

Updated Text: "The video in your digital Interactive Lesson shows the temperature of a beaker of ice water and the air temperature around it. The display on the left shows the temperature of the water in the beaker. The display on the right shows the air temperature. You can watch the video to observe what happens to the temperatures over time and explore science words related to this lesson." [photo of two temperature displays] "thermal equilibrium: the state in which objects in physical contact with each other have identical temperatures or exchange no energy as heat."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 155

Location: Setup/Materials information

Original Text: N/A

Updated Text: "Setup You may wish to ask students to bring in large boxes to model the trunk. Inside of box bottom should be as even as possible."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 157

Location: Column 1, Gather Data, Answer

Original Text: "Sample answer:The dog needs a force to stop or change direction to pick up the toy."

Updated Text: "Sample answer: The dog needs a force to stop or change direction to pick up the toy. The dog cannot get a "grip" (friction) on the ice."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 158

Location: Column 1, Sense-making

Original Text: "The effect of inertia on the motion of an object will be confirmed as students confirm their test results."

Updated Text: "The effect of inertia on the motion of an object will be confirmed as students analyze their test results."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 158

Location: Column 2, Support for Student Answers, Step 4 answer, Sentence 2

Original Text: "...suggest a new solution that does satisfy all constraints."

Updated Text: "...suggest a new solution that would likely satisfy all constraints."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 163

Location: Item 2

Original Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Evaluate the existing design and its pattern of energy flow. Which of the following design solutions would be important to add? A. Add insulation to reduce the heat that Liquid A transfers to outside the heat exchanger. B. Add insulation to increase the heat that Liquid A transfers to outside the heat exchanger. C. Remove insulation to reduce the heat that Liquid A transfers to outside the heat exchanger. D. Remove insulation to increase the heat that Liquid A transfers to outside the heat exchanger."

Updated Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Using your understanding of the principles of heat transfer, which of the following design solutions do you propose would be important to add to this model? A. Add insulation to reduce the heat that Liquid A transfers to outside the heat exchanger. B. Add insulation to increase the heat that Liquid A transfers to outside the heat exchanger. C. Remove insulation to reduce the heat that Liquid A transfers to outside the heat exchanger. D. Remove insulation to increase the heat that Liquid A transfers to outside the heat exchanger."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 165

Location: Bottom of page, first sentence of paragraph

Original Text: "It is practically impossible to create a visual representation on the page of a book that realistically represents the sizes of the planets and the distance between them."

Updated Text: "Because of the great distances between planets and the planets' relatively small sizes compared to those distances, it is practically impossible to create a visual representation on the page of a book that realistically represents the sizes of the planets and the distance between them."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 166

Location: Top of page, Step 1

Original Text: "These images show the size and scale of objects in the solar system. Record your observations."

Updated Text: "Watch the video in your digital Interactive Lesson or study the images and captions on the previous page. The video and these images show the size and scale of objects in the solar system. Record your observations."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 17

Location: Column 1, Hands-On Lab Facilitation, Step 4

Original Text: N/A

Updated Text: "... Larger crystals will form if the paper is soaked for a longer period of time, overnight if possible."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 170

Location: Column 2, Safety information

Original Text: "... before beginning this lab."

Updated Text: "... before beginning this lab. Students should never touch the water directly."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 172

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of baked lasagna

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 173

Location: Column 2, Preview Lesson Vocabulary, Convection definition

Original Text: "the movement of matter due to differences in density"

Updated Text: "the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 175

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "...understanding of forces acting on an object..."

Updated Text: "...understanding of methods of thermal energy transfer..."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 178

Location: Column 1, Check Your Learning, paragraph 1

Original Text: "...understanding of forces acting on an object..."

Updated Text: "...understanding of methods of thermal energy transfer..."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 181

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "...understanding of forces acting on an object..."

Updated Text: "...understanding of methods of thermal energy transfer..."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 183

Location: Middle of page, item 6, last sentence, last set of answer options

Original Text: "If a meteor strikes the surface of Earth, it is called an asteroid | a meteorite."

Updated Text: "If a meteor strikes the surface of Earth, it is called an asteroid | a meteorite | a comet."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 183

Location: new item 8

Original Text: N/A

Updated Text: "8. Which statements describe the location of the sun? Select all that apply. A. The sun is outside of the Milky Way galaxy. B. The sun is at the center of the solar system. C. The sun is in a spiral arm in the Milky Way galaxy. D. The sun is between the inner planets and the outer planets."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 187

Location: Middle of page, OBSERVE prompt

Original Text: "OBSERVE Working with a small group, record everything you notice about the solar system."

Updated Text: "OBSERVE In your digital Interactive Lesson, watch the video that shows all the planets orbiting the sun. Working with a small group, record everything you notice about the solar system."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 189

Location: Middle of screen, first term below Preview Lesson Vocabulary

Original Text: "(A) satellite: The sun is a massive star at the center of the solar system..."

Updated Text: "(A) sun: The sun is a massive star at the center of the solar system..."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 19

Location: Top of page, caption next to top photo

Original Text: N/A

Updated Text: The metal on this boat is rusting. The corrosion is so bad that the boat is no longer usable.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 193

Location: Image caption above STEP 5 beside image

Original Text: "Position the magnet at the "far" distance along the projected path of the balls after they leave the ramp."

Updated Text: "Position the magnet perpendicular to the projected path of the balls at the measured "far" distance."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 2

Location: Top of page

Original Text: N/A

Updated Text: [image of diamond cutting metal] [Caption:] Diamond is so hard that it is used in tools to cut and carve metal. [image of pencil] [Caption:] Graphite is used in pencils because it breaks apart easily.

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 206

Location: Column 2, Teacher Background, Paragraph 2

Original Text: "For students who use everyday definitions of heat but struggle with understanding heat as a process of energy transfer, help them talk through the concept of words that have several different meanings. In common language, heat is usually a property. In scientific language, it is always a process. Discuss similarities and differences in the different uses of the word. Provide students opportunities to practice using the scientific definitions of ordinary words in their speaking and writing."

Updated Text: "Review the scientific definition of heat with students and compare its scientific meaning with the everyday use of the word. Have students share examples of the word being used in sentences and discuss whether the example is an everyday use or the scientific use. For example, "Heat the kettle on the stove" is an everyday use of the word. "Heat was transferred by radiation from the sun to Earth" is a scientific use of the word. Remind students to keep the scientific meaning in mind during energy transfer discussions."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 211

Location: Column 1, Quick Lab Facilitation, Step 1

Original Text: "STEP 1: Ensure that the hot water being used is below the boiling point. A starting temperature between 70 °C–80 °C (158 °F–76 °F) is safe for plastic materials. Teachers should help students pour water safely because this water is still very hot to the touch."

Updated Text: "Step 1: Teachers should help students pour water safely because this water is still very hot to the touch. Fill the larger container high enough so that the smaller container can be mostly submerged without causing the larger container to spill over. Fill the smaller container about one-third of the volume."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 212

Location: Column 2, Top of page

Original Text: N/A

Updated Text: Image of packed lunch

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 214

Location: Column 1, Sense-making

Original Text: "Representing molecules in the model gives students..."

Updated Text: "Representing molecules in the Model Thermal Energy Transfer Lab gives students..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 214

Location: Column 2, Promote Active Engagement, Sentence 1

Original Text: "...in Step 2, introduce a..."

Updated Text: "...in Step 2 of the Model Thermal Energy Transfer Lab, introduce..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 219

Location: Column 2, Setup, bullet 1

Original Text: "Fill each small metal container with equal amounts of sand so that groups will have comparable results."

Updated Text: "Fill each small metal container (metal pie pans, aluminum mini-loaf pans, or aluminum cupcake holders will work) with equal amounts of sand so that groups will have comparable results."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 224

Location: Middle of page, Step 6

Original Text: "The figure shows how scientists reconstructed the breakup of Pangaea..."

Updated Text: "Watch the animation called The Breakup of Pangaea in your digital Interactive Lesson. The animation shows how scientists reconstructed the breakup of Pangaea..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 228

Location: Item 2

Original Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Evaluate the existing design and its pattern of energy flow. Which of the following design solutions would be important to add?"

Updated Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Using your understanding of the principles of heat transfer, which of the following design solutions do you propose would be important to add to this model?"

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ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 231

Location: Top of page, below Can You Explain It? and above images

Original Text: N/A

Updated Text: "In your digital Interactive Lesson, watch the video to observe the rapid formation of a volcanic island off the coast of Japan."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 234

Location: Middle of page, below "Take notes..." prompt

Original Text: N/A

Updated Text: "earthquake:" [write-on lines] "hot spot:" [write-on lines]

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 238

Location: Column 2, second Support for Student Answers, ANALYZE support text

Original Text: "Guide students to select questions that relate to the Driving Question. Questions may be grouped into categories concerning • where the meteor originates from • frequency of interaction with Earth • whether or not other planets experience meteors"

Updated Text: "Guide students to select questions that relate to the Driving Question."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 241

Location: Column 2, Support for Student Answers, STEP 2 support text

Original Text: "Middle Column: Students may describe the objects by color or other characteristic"

Updated Text: "Middle Column: Students may describe the objects by color or other characteristic. Check to ensure that students have made appropriate choices for the objects in their models."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 241

Location: Column 1, Setup, paragraph 1

Original Text: "Organize round objects by size from smallest to largest, so students can easily find the size they need. Each group will need: ..."

Updated Text: "Organize ...they need. Clay may also be used to make the various sized objects if needed. Each group..."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 242

Location: Column 2, Support statements for STEPs 8, 9, and 10

Original Text: STEP 8: ... "Answers will vary. Many..." STEP 9: ... "Answers will vary. Give..." STEP 10: ... "Answers will vary. Overall..."

Updated Text: STEP 8: ... "Many..." STEP 9: ... "Give..." STEP 10: ... "Overall..."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 245

Location: Column 1, Safety information text

Original Text: "Remind students to review all safety cautions and icons before beginning this lab."

Updated Text: "Remind students to review all safety cautions and icons before beginning this lab. Ensure students have a clear path to walk around the center student without getting caught on desks, backpacks, or other students."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 245

Location: Column 1, Setup, paragraph 1

Original Text: "This activity could be done with longer sections of rope if there is enough space."

Updated Text: "This activity ... enough space. The student with the shorter rope must stand in front of the student with the longer rope to avoid ropes getting tangled."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 2, Differentiation: Challenge

Original Text: "Differentiation: Challenge ... attempt to solve them"

Updated Text: N/A

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 254

Location: Bottom half of page, vocabulary terms below "Take notes" prompt

Original Text: "groundwater:" [write-on lines] "surface water:" [write-on lines] "watershed:" [write-on lines]

Updated Text: "aquifer:" [write-on lines] "groundwater:" [write-on lines] "surface water:" [write-on lines] "watershed:" [write-on lines] "wetland:" [write-on lines]

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 257

Location: Columns 1-2, Support for Student Answers, STEPs 1–5 question support text

Original Text: STEP 1: ... "Sample answer: Students may..." STEP 2: ... "Sample answer: Students should..." STEP 3: ... "Sample answer: The most..." STEP 4: ... "Sample answer: Students may identify..." STEP 5: ... "Sample answer: Students should identify..."

Updated Text: STEP 1: ... "Students may..." STEP 2: ... "Students should..." STEP 3: ... "The most..." STEP 4: ... "Students may identify..." STEP 5: ... "Students should identify..."

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ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 258

Location: Column 2, Support for Student Answers, DEVELOP A CLAIM question text, sentences 1–3

Original Text: "DEVELOP A CLAIM: Recall the Driving Question for this lesson: Where do meteors come from and how often do they interact with Earth and other planets? You gathered data throughout the lesson to help answer this question. Use vocabulary from the lesson to develop a claim that answers the Driving Question."

Updated Text: "DEVELOP A CLAIM: Use vocabulary from the lesson to develop a claim that answers the Driving Question."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 259

Location: new item 8

Original Text: N/A

Updated Text: "8. Which statements describe the location of the sun? Select all that apply. B. The sun is at the center of the solar system. C. The sun is in a spiral arm in the Milky Way galaxy."

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ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 267

Location: Top of page, to the left of fish image

Original Text: N/A

Updated Text: [photo of turtle]

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 268

Location: Column 2, top of page, above ASK QUESTIONS

Original Text: N/A

Updated Text: Image of solar system

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 270

Location: Column 2, Setup, paragraph 1

Original Text: "Tell ... projectile."

Updated Text: "Tell... projectile. Use cardboard or some other soft material to prevent glass marbles breaking upon impact."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 271

Location: Column 1, Hands-On Lab Facilitation, Step 4: Model and Explain Practices

Original Text: "Demonstrate how to roll the ball slowly off the table. Stress that in this first “Trial 1 observation” the ball’s speed should be very slow."

Updated Text: "Demonstrate ... this “Trial 2 observation” the ball’s speed should still be very slow."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 272

Location: Top of page, to the left of fish image

Original Text: N/A

Updated Text: [photo of turtle]

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 274

Location: Question 4, Question text, after sentence 1

Original Text: N/A

Updated Text: "Begin with the human use of fertilizers."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 279

Location: Column 1, Setup, paragraph 1

Original Text: "Make sure ... and clothing."

Updated Text: "Instruct students to use a sharp pencil to punch a snug hole through the circles. Make sure ... and clothing."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 280

Location: Bottom of page, below "Take notes..." prompt

Original Text: N/A

Updated Text: "food chain:" [write-on lines] "food web:" [write-on lines] "energy pyramid:" [write-on lines]

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 281

Location: Column 1, Differentiation: Extra Support, bullet 1

Original Text: "If pushed with the same force, which would spin around faster, a bicycle wheel with a 10 inch diameter, or a bicycle wheel with a 20 inch diameter?"

Updated Text: "Recall the example of the skater spinning with arms out. What happened to their speed of rotation when they pulled their arms closer to their body?"

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 282

Location: Column 2, bottom of page, Support for Student Interactions, COLLABORATE, last sentence

Original Text: "Identify what each part of your model represents and explain the limitations of your model."

Updated Text: "Identify ... your model. Look for: Some part of the model represents space-time, and it can be deformed to represent gravitational waves."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 293

Location: Top of page, caption to right of photo

Original Text: "A composite photo shows different stages in the growth of a seed."

Updated Text: "This composite photo shows different stages in the growth of a seed. Plants grow from seeds without seeming to take in any additional matter or energy."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 30

Location: Columns 1 and 2, Misconception bullet 3

Original Text: "Misconception: Bonds are only involved in chemical changes. Address the misconception: During a chemical change, a new substance is formed; this requires breaking or forming the bonds within a substance. During a physical change, the bonds between substances may form or be broken, such as when sugar dissolves in water, but the bonds within the substance are not changed."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 310

Location: Column 2, Misconception bullet, Address the Misconception

Original Text: "Misconception: Plate boundaries form neatly around continents. Address the misconception: The plate boundaries and the continents do not follow continents exactly."

Updated Text: "Misconception: ... Address the misconception: The plate boundaries do not follow the shape of continents exactly."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 315

Location: Step 9

Original Text: "STEP 9 Use your drawings and images from your research to create a diagram showing the hierarchical organization of your organism. Arrange your images on the posterboard provided by your teacher. Use arrows to show the order of organization from smallest to largest. Display your poster in the classroom."

Updated Text: "STEP 9: Collaborate in your small group to share your research and communicate your explanations. Use drawings and images from your research to create a diagram showing the hierarchical organization of your group’s organisms. Together with your group, arrange the images on the posterboard provided by your teacher. Use arrows to show the order of organization from smallest to largest. Display your group’s poster in the classroom."

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ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 319

Location: Item 4

Original Text: "4. Which statements best explain the complementary relationship between the structure and function in the prickly pear cactus? Select all that apply. A. The roots spread out to maximize the amount of water collected. B. The spines are narrow because they do not have stomata. C. The spines protect the stem from animals that try to eat the cactus. D. The stems are wide to maximize the amount of water that can be stored.

Updated Text: "4. When analyzing the complementary relationship between the structure and function of the prickly pear cactus, which statements apply? Select all that apply. A. The roots spread out to maximize the amount of water collected. B. The spines are narrow because they do not have stomata. C. The spines protect the stem from animals that try to eat the cactus. D. The stems are wide to maximize the amount of water that can be stored."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 323

Location: Middle of page, OBSERVE prompt

Original Text: "OBSERVE Working with a small group, record everything you notice about the prosthetic limb."

Updated Text: "OBSERVE In your digital Interactive Lesson, watch the video of a person completing a complex behavior using a prosthetic limb. Working with a small group, record everything you notice about the prosthetic limb."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 340

Location: Column 1, Observe, Ask Questions, and Analyze, paragraph 2

Original Text: "If students struggle to generate questions, encourage them to look for clues in the visuals and maps. They must correctly interpret the visuals and maps to fully understand the phenomenon and the evidence of past plate motion. Point out that the locator map shows the location of the two islands on Earth."

Updated Text: "If students struggle to generate questions, encourage them to look for clues in the visuals and prompt itself. They may need to look up the location on a map to fully understand the phenomenon and the evidence of past plate motion."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 342

Location: Column 1, Sense-making

Original Text: "Exploring how the seafloor spreads can help students better understand how two islands can join together."

Updated Text: "Exploring how the seafloor spreads can help students better understand one way that volcanic islands can form and build up from the ocean floor."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 345

Location: Right column, caption below photo

Original Text: "A girl checks her pulse at her wrist."

Updated Text: "You can feel your pulse by using two fingers placed on the underside of your wrist."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 368

Location: Column 2, between Engineer It! Model an Aquifer heading and Support for Student Answers heading

Original Text: N/A

Updated Text: "Class Discussion Questions [bullet] Lakes and ponds can form in low-lying areas that collect water. [bullet] The aquifer is the area with rocks, gravel, and sand that stores water. [bullet] The beaker represents ways we use water. [bullet] The level of the water table goes down as water is pumped and captured by the beaker. [bullet] If the water level keeps going down, a well drilled to a shallower depth will no longer be able to reach the water table."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 368

Location: Bottom of page, Key Points, below first bullet

Original Text: N/A

Updated Text: [bullet] "The immune system protects your body from harmful substances." [bullet] "The endocrine system controls most processes in your body from growth to sexual function." [bullet] "The reproductive system ensures the survival of the species."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 372

Location: Column 2, Evaluate, Question text, sentence 2

Original Text: "From 1942 to 2016, the overall amount of water used by these three states more than doubled."

Updated Text: "From 1942 to 2016, the overall amount of water used in the lower Colorado region more than doubled."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 376

Location: Column 2, between Hands-On Lab Scoring Criteria and first Support for Student Answers

Original Text: N/A

Updated Text: "[title] Managing Water Supply and Water Quality" [standard] TEKS 7.11.A [head] Scientific and Engineering Practices Communicate Information (7.3.B) [head] Recurring Themes and Concepts Cause and Effect (7.5.B)"

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 377

Location: Step 3

Original Text: "STEP 3: Explain your solutions to the other groups, and work together to develop a set of guidelines for residents to follow during a drought. Share your guidelines with your teacher in the classroom and with an adult at home."

Updated Text: "STEP 3: Collaborate with your group to create a sign, slideshow, or short video that communicates your solutions to the other groups. Then work together to develop a set of guidelines for residents to follow during a drought. Share your guidelines with your teacher in the classroom and with an adult at home."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 381

Location: Column 2, Collaborate, Question text, between paragraph 1 and 2.

Original Text: N/A

Updated Text: "Watershed • Name • Size or area of land covered by the watershed (maybe include a map) • Amount of water in the watershed • Major rivers, lakes, and reservoirs in the watershed • Ways that humans are using water in the watershed • Ways that humans might threaten surface water by taking water out or polluting it • Ways people are trying to protect the supply of surface water and the quality of the water Aquifer • Name • Size and location (maybe include a map) • Amount of water in the aquifer • Ways that humans are using water in the aquifer • Ways that humans might threaten the aquifer by taking water out or polluting it • Ways people are trying to protect the supply of the aquifer and the quality of the water"

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 384

Location: TEKS Quiz, TEKS Item Analysis table, between 7.2.B and 7.5.B

Original Text: N/A

Updated Text: Add row to table for TEKS 7.3.A and add bullets to the #4 and #7 columns.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 40

Location: after Step 19

Original Text: N/A

Updated Text: "STEP 20 Explain why following classroom safety procedures was important during this investigation."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 400

Location: Evaluate answer

Original Text: "__X__ I used multiple appropriate sources. __X__ My sources are accurate and credible. __X__ My solution is cost-effective."

Updated Text: "__X__ I used multiple appropriate sources. __X__ I assessed the methods used in each of my sources. __X__ My sources are accurate and credible. __X__ My solution is cost-effective. __X__ My solution benefits both the ocean and people."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 400

Location: Column 1, Evaluate, end of checklist answer text

Original Text: N/A

Updated Text: "My solution benefits both the ocean and people."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 407

Location: Procedure, end of Step 2

Original Text: N/A

Updated Text: "Then record the group numbers in the data table."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 409

Location: End of note after Step 4

Original Text: N/A

Updated Text: "This is true of real-life organisms within the same kingdom, a level of classification you will learn about in the next section."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 414

Location: Top left photo

Original Text: image of a beaver without the tail showing

Updated Text: image of a beaver with the tail showing

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 415

Location: image captions after Materials

Original Text: "1. bacteria 2. animal 3. animal cells 4. plant 5. plant cells 6. fungi"

Updated Text: "1. bacteria 2. frog 3. frog cells 4. onion 5. onion cells 6. shelf fungi"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 415

Location: Where Do They Belong, paragraph 1, Sentence 1

Original Text: "Scientists sort organisms into six different Kingdoms of life."

Updated Text: "Scientists sort organisms into three domains: Archaea, Bacteria, and Eukarya. These domains can be further divided into six kingdoms."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 420

Location: Bottom of page, vocabulary terms below "Take notes..." prompt

Original Text: "animal:" [write-on lines]; "plant:" [write-on lines]; "fungus:" [write-on lines]

Updated Text: "Animalia:" [write-on lines]; "Archaea:" [write-on lines]; "Bacteria:" [write-on lines]; "Fungi:" [write-on lines]; "Plantae:" [write-on lines]; "Protista:" [write-on lines]

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 420

Location: Column 2, below Safety Information

Original Text: N/A

Updated Text: "You may use a glass vial as an alternative to the 5-mL beaker."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 425

Location: Middle of page, below Lesson Vocabulary

Original Text: "Archaea: a domain made up of prokaryotes, most of which are known to live in extreme environments,..." "Bacteria: a domain made up of prokaryotes that usually have a cell wall and that usually reproduce by cell division"

Updated Text: "Archaea: a kingdom made up of prokaryotes, most of which are known to live in extreme environments,..." "Bacteria: a kingdom made up of prokaryotes that usually have a cell wall and that usually reproduce by cell division"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 427

Location: Bottom half of page, question 2

Original Text: "Write the correct answer to classify organisms in each Kingdom as unicellular, multicellular, or both."

Updated Text: "Write the correct answer to classify organisms in each Kingdom as always multicellular, always unicellular, or can be unicellular or multicellular."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 43

Location: Item 1, top of page

Original Text: [Delete from Item 1] dilution; the process of reducing the concentration of a solute in a solution

Updated Text: N/A

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 43

Location: Item 4, bottom of page

Original Text: 4. If you have two solutions with the same amount of solute, how could you dilute the solute?

Updated Text: How could you dilute a solution?

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 471

Location: Item 4

Original Text: "4. Which statements best explain the complementary relationship between the structure and function in the prickly pear cactus? Select all that apply. A. The roots spread out to maximize the amount of water collected. B. The spines are narrow because they do not have stomata. C. The spines protect the stem from animals that try to eat the cactus. D. The stems are wide to maximize the amount of water that can be stored.

Updated Text: "4. When analyzing the complementary relationship between the structure and function of the prickly pear cactus, which statements apply? Select all that apply. A. The roots spread out to maximize the amount of water collected. B. The spines are narrow because they do not have stomata. C. The spines protect the stem from animals that try to eat the cactus. D. The stems are wide to maximize the amount of water that can be stored."

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 491

Location: Column 2, Support for Student Answers, Collaborate

Original Text: "COLLABORATE: Working with a partner or small group, make a simple model that shows the nervous, muscular, and skeletal systems working together to accomplish a goal. Then, present your model to the class. Be creative! Models can be physical, illustrated, computer-based, mathematical, or many more."

Updated Text: "COLLABORATE: Working with a partner or small group, make a simple model that shows the nervous, muscular, and skeletal systems working together to accomplish a goal. Make sure you model demonstrates the main functions of each of these systems. Then, present your model to the class. Be creative! Models can be physical, illustrated, computer-based, or any other format approved by your teacher."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 50

Location: Bottom of page, below vocabulary term "rate"

Original Text: N/A

Updated Text: agitate: [write-on lines]

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 502

Location: Column 2, Making Sense of the Phenomenon, after existing bullets

Original Text: N/A

Updated Text: "The kidneys keep water and blood levels balanced. (Exploration 3)"

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 574

Location: Column 1, Lead a Group Discussion

Original Text: N/A

Updated Text: "Consider previewing the video of the horned lizard ahead of time. If you have sensitive students who may feel squeamish at watching the video, encourage them to read about the adaptation instead of watching the video. "

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 578

Location: Column 2, Check Your Learning, Paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of mechanisms of selection by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 581

Location: Column 2, Check Your Learning, Paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of artificial selection by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 595

Location: Column 1, Quick Lab Scoring Criteria, bullet 1

Original Text: "Student worked collaboratively to develop a logical classification method for the six classroom objects."

Updated Text: "Student developed a logical classification method for the six classroom objects."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 602

Location: Column 1, How are living things named?, Sentence 2

Original Text: "Ask students if they think that any two species could share the same two-part name in science."

Updated Text: "Ask students if they think that any two species in the same kingdom could share the same two-part name in science."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 612

Location: Column 1, Addressing Misconceptions, Misconception 1, Sentence 2

Original Text: "Misconception: All living things are either plants or animals...Many organisms belong to the fungi and protists kingdoms."

Updated Text: "Misconception: All living things are either plants or animals...Many organisms belong to other kingdoms, such as fungi or protists."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 62

Location: after Step 19

Original Text: N/A

Updated Text: "STEP 20: Explain why following classroom safety procedures was important during this investigation. Sample answer: Safety procedures help keep us safe when working with chemicals and laboratory equipment, such as citric acid and graduated cylinders. The safety icons let us know that we should wear gloves, aprons, and safety goggles; take care with glassware; and follow instructions for handling and disposing of chemicals."

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ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 622

Location: Column 1, How do Classification systems change over time, Support for Student Answers, Describe, sample answer, bullet 3

Original Text: "• Presence of cell wall: yes or no"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 64

Location: Column 2, Support for Student Answers, Problem 1 SOLVE

Original Text: "SOLVE: Calculate the concentration of an aqueous solution in which 5 g of sugar is dissolved in 125 mL of water. Compared to the first aqueous solution, which solution is more concentrated? 5 g/125 mL = 0.04 g/mL; dilute"

Updated Text: "SOLVE: What is the concentration of an aqueous solution in which 5 g of sugar is dissolved in 125 mL of water? 5 g/125 mL = 0.04 g/mL"

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ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 65

Location: Top of page, second paragraph

Original Text: Study this image that shows GPS data for many long-billed curlews on a map of the western United States and Mexico.

Updated Text: In your digital Interactive Lesson, observe the animation that shows GPS data for long-billed curlews.

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ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 68

Location: Photo at top of page and definitions below photo

Original Text: [Photo with A, B, C, labels] (A) motion: When the runner finishes the race, their position has changed relative to the starting line. This is the runner's motion. (B) speed: The runner's speed describes how fast they are moving. (C) velocity: The speed of the runner in the direction of the finish line is the runner's velocity.

Updated Text: [Photo without labels] motion: Motion is the act of an object changing position. When the runner moves from the starting line, they are in motion. speed: The runner's speed describes how fast they are moving. velocity: The speed of the runner in the direction of the finish line is the runner's velocity.

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 68

Location: Middle of page, below "Take notes..." prompt

Original Text: N/A

Updated Text: average speed: [write-on lines] displacement: [write-on lines] direction: [write-on lines] distance: [write-on lines]

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 76

Location: Column 2, Quick Lab Facilitation STEP 4, Sentence 2

Original Text: "Each small cube is 6 cm^2 and..."

Updated Text: Change to "Each small cube has a surface area of 6 cm^2 and..."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 76

Location: Middle of page, Lesson Vocabulary, definitions of "displacement" and "motion"

Original Text: displacement: the change in position of an object motion: an object's change in position relative to a reference point

Updated Text: displacement: the change in position of an object relative to a starting reference point motion: the act of an object changing position

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 76

Location: Bottom of page, Key Points, first bullet

Original Text: Motion is a change in an object's position over time.

Updated Text: Motion is the act of an object changing position.

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 8

Location: Column 2, Top of page

Original Text: N/A

Updated Text: Photo of Graphite and Diamond

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ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 83

Location: Middle of page, first paragraph below Materials, second sentence

Original Text: Motion is a change in position that can be measured by distance and time.

Updated Text: Motion is the act of an object changing position that can be measured by distance and time.

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 87

Location: Column 1, Support for Student Answers, Collaborate Prompt and answer

Original Text: "Ensure student skits focus on the cause-and-effect relationship between the chosen factor and the dissolution rate. Encourage students to work collaboratively to plan, practice, and present their skits."

Updated Text: "Your skit should focus on the cause-and-effect relationship between one of these factors and the dissolution rate. Plan, practice, and present your skit. Be creative! And make sure each group member has the chance to

explain some part of the process." "Look for: each student participates in the explanation, group explains the cause and effect relationship between the chosen factor and dissolution rate, presentation is clear, and students collaborate respectfully with each other."

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ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 88

Location: Top of page, Review activity, Sentence 1 and 3

Original Text: "displacement | distance | motion | speed | velocity the change in position of an object" "displacement | distance | motion | speed | velocity an object's change in position relative to a reference point"

Updated Text: "displacement | distance | motion | speed | velocity the change in position of an object relative to a starting reference point" "displacement | distance | motion | speed | velocity the act of an object changing position"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 89

Location: Top of page, below top left photo

Original Text: "motion: Motion is an object's change in position relative to a reference point."

Updated Text: "motion: Motion is the act of an object changing position."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 7***
ISBN: 9780358861706

Type: Editorial Change

Current Page Number(s): p. 89

Location: Bottom of page, below "Take notes..." prompt

Original Text: motion: [write-on lines] measure: [write-on lines] record: [write-on lines] interpret: [write-on lines]

Updated Text: displacement: [write-on lines] distance: [write-on lines] motion: [write-on lines] speed: [write-on lines] velocity: [write-on lines]

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 93

Location: Column 1, Lesson Vocabulary, Definition of Motion

Original Text: "an object's change in position relative to a reference point"

Updated Text: "the act of an object changing position"

Component: ***HMH Into Science Texas Teacher Guide Grade 7***
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 93

Location: Column 1, Lesson Vocabulary, Definition of Displacement

Original Text: "the change in position of an object"

Updated Text: "the change in position of an object relative to a starting reference point"

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 96

Location: Column 2, Support for Student Answers, Step 1

Original Text: "STEP 1: Drawings should..."

Updated Text: "STEP 1: Use the instructions to draw a treasure map on your graph paper. Drawings should..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 97

Location: Column 1, Support for Student Answers, Step 6

Original Text: "STEP 6: Students attempt..."

Updated Text: "STEP 6: Add a new object to your map. Describe the location of the object to a partner. Have the partner add the object to their map. Ask your partner to do the same and add an object to their map and then describe its location to you. Students attempt..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 98

Location: Column 2, Making Sense of the Phenomenon, bullets

Original Text: "• Determine the time intervals used. (Exploration 1) • Calculate the distance traveled and average velocity. (Exploration 2) • Describe the motion of curlews over time. (Exploration 3)"

Updated Text: "• Shorter time intervals enable more precise determinations of speed. (Exploration 1) • GPS data gives position information at different times, this data can be used to calculate average velocity. (Exploration 2) • GPS data over time enables you to describe the motion of curlews in terms of displacement and average velocity. (Exploration 3)"

Component: *HMH Into Science Texas Teacher Guide Grade 7*
ISBN: 9780358841609

Type: Editorial Change

Current Page Number(s): p. 99

Location: Column 1, Preview Lesson Vocabulary, Motion

Original Text: "When the runner finishes the race, their position has changed relative to the starting line. This is the runner’s motion."

Updated Text: "Motion is the act of an object changing position. When the runner moves from the starting line to the finish line, they are in motion."

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): Skills & Themes Bank (TEKS 7.1-7.5), Item 34, p 12

Location: Question and Answer choice A

Original Text: "A recent thunderstorm damaged the roof of the local junior high school. The school board spoke with several contractors about repairing the roof. They also researched the average amount of time between repairs for each company. The table shows the estimated cost for each company and the amount of time before the next repair is needed. The school is expected to be used for at least an additional 50 years. A. This is incorrect because while the roof costs less and has a somewhat long warranty, if the roof is done by this company, it will likely have to be repaired replaced at least five more times during the life of the school. There is a better option."

Updated Text: "A recent thunderstorm damaged the roof of the local junior high school. The school board spoke with several contractors about replacing the roof. They also researched the average period between roof replacements for each company. The table shows the estimated cost for each company and the amount of time before the next replacement is needed. The school is expected to be used for at least an additional 50 years.", "A. This is incorrect because while the roof costs less and has a somewhat long warranty, if the roof is done by this company, it will likely have to be replaced at least five more times during the life of the school. There is a better option."

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS 7.9.B, Engage, Screen 8

Location: Hotspot text on sun

Original Text: "satellite: The sun is a massive star at the center of the solar system..."

Updated Text: "sun: The sun is a massive star at the center of the solar system..."

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS 7.9.B, Exploration 1, Screen 6

Location: Check Your Learning, above image and PROPOSE SOLUTIONS interactivity

Original Text: N/A ... "PROPOSE SOLUTIONS: ..."

Updated Text: "If you were to stand on the axis Earth spins around, you would rotate but not move from your position. As you walk toward the equator, your speed as you stand on Earth increases until you reach the equator. PROPOSE SOLUTIONS: ..."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS 7.9.B, Exploration 2, Screen 2

Location: Image between STEP 4 and STEP 5, caption

Original Text: "Position the magnet at the "far" distance along the projected path of the balls after they leave the ramp."

Updated Text: "Position the magnet perpendicular to the projected path of the balls at the measured "far" distance."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.11.A, Evaluate, Screen 1

Location: Review interactivity, question text, second drop down

Original Text: "reservoirs"

Updated Text: N/A

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.11.A, Exploration 2, Screen 2

Location: Evaluate interactivity, Question text

Original Text: "From 1942 to 2016, the overall amount of water used by these three states more than doubled."

Updated Text: "From 1942 to 2016, the overall amount of water used in the lower Colorado region more than doubled."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 1, Screen 4

Location: First paragraph of text, after sentence 5

Original Text: N/A

Updated Text: "Seagrasses produce oxygen through photosynthesis, provide food for many animals, and provide living space for smaller crustaceans and fish and the young of larger fish."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 1, Screen 4

Location: First paragraph of text, sentence 1

Original Text: "living things need certain materials to stay healthy."

Updated Text: "All living things need certain materials to stay healthy."

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 1, Screen 6

Location: Northern Cod Landings, Graph source line

Original Text: "Source: Fisheries and Oceans Canada"

Updated Text: "Source: Fisheries and Oceans Canada, DFO Science Newfoundland & Labrador Region"

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 2, Screen 5

Location: Apply interactivity, Question text

Original Text: "Which of the following is not a way that laws and policies can help oceans? Choose all that apply."

Updated Text: "Which of the following is not a way that laws and policies can help oceans?"

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 2, Screen 6

Location: First paragraph of text, after sentence 1

Original Text: N/A

Updated Text: "Conduct a debate between the two groups to decide what actions should be taken in this area."

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.A, Evaluate, Screen 4

Location: Image, Animal 1

Original Text: image of a beaver without the tail showing

Updated Text: image of a beaver with the tail showing

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.A, Exploration 1, Screen 2

Location: End of note after Step 4

Original Text: N/A

Updated Text: "... This is true of real-life organisms within the same kingdom, a level of classification you will learn about in the next section."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.A, Exploration 1, Screen 2

Location: Step 2

Original Text: N/A

Updated Text: "Then record the group numbers in the data table."

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.A, Exploration 2, Screen 2

Location: after third paragraph

Original Text: N/A

Updated Text: "There are multiple species of pangolins and armadillos. The scientific name for one species of pangolin, the Philippine pangolin, is Manis culionensis. The scientific name for one species of armadillo, the nine-banded armadillo, is Dasypus novemcinctus."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Engage, Screen 2

Location: Paragraph 1, Sentence 1

Original Text: "Scientists sort organisms into six different Kingdoms of life."

Updated Text: "Scientists sort organisms into three domains: Archaea, Bacteria, and Eukarya. These domains can be further divided into six kingdoms."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Engage, Screen 3

Location: image captions

Original Text: "1. bacteria 2. animal 3. animal cells 4. plant 5. plant cells 6. fungi"

Updated Text: "1. bacteria 2. frog 3. frog cells 4. onion 5. onion cells 6. shelf fungi"

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Engage, Screen 9

Location: Lesson Vocabulary, archaea definition

Original Text: "a domain made up of prokaryotes most of which are known to live in extreme environments that are distinguished from other prokaryotes by differences in their genetics and in the makeup of their cell wall"

Updated Text: "a kingdom made up of prokaryotes most of which are known to live in extreme environments that are distinguished from other prokaryotes by differences in their genetics and in the makeup of their cell wall"

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Engage, Screen 9

Location: Lesson Vocabulary, bacteria definition

Original Text: "a domain made up of prokaryotes that usually have a cell wall and that usually reproduce by cell division"

Updated Text: "a kingdom made up of prokaryotes that usually have a cell wall and that usually reproduce by cell division"

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Bacteria, sentence 2

Original Text: "Bacteria have a cell wall."

Updated Text: "Most bacteria have a cell wall."

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Plant, sentence 4

Original Text: "Plants are autotrophic: they produce their own food using energy from the sun and water during the process of photosynthesis."

Updated Text: "Plants are autotrophic: they produce their own food using energy from the sun, carbon dioxide, and water during photosynthesis."

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Fungi, add to end

Original Text: N/A

Updated Text: "... Fungi can be multicellular, like this mushroom, or unicellular, like yeasts."

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: Between heading and Image gallery interactivity

Original Text: N/A

Updated Text: "Scientists sort organisms into three domains based on their characteristics: Domain Archaea, Domain Bacteria, and Domain Eukarya. Domain is the highest level of taxonomic classification. The organisms within domains can also be sorted into kingdoms. [bullet] Domain Bacteria is made up of prokaryotes that usually have a cell wall and usually reproduce by cell division. All organisms within Domain Bacteria are also part of Kingdom Bacteria. [bullet] Domain Archaea is also made up of prokaryotes, but they differ from other prokaryotes in their genetics and the makeup of their cell walls. All organisms within Domain Archaea are also part of Kingdom Archaea. [bullet] Domain Eukarya is made up of all eukaryotes. This domain includes four kingdoms: Kingdom Protista, Kingdom Fungi, Kingdom Plantae, and Kingdom Animalia."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Archaea, sentence 5

Original Text: "They reproduce asexually through cell division."

Updated Text: "They reproduce asexually."

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Archaea, sentence 3

Original Text: "They do not produce their own food."

Updated Text: N/A

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 2

Location: Short Text Interactivity, Describe table, third row

Original Text: "Presence of cell wall | yes, no | "" "

Updated Text: N/A

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 5

Location: Line Matching Interactivity, Analyze, 4th option, left side

Original Text: "Complex multicellular organisms that have cells with a nucleus and a cell wall."

Updated Text: "These complex multicellular organisms have cells with a nucleus and a cell wall."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 5

Location: Line Matching Interactivity, Analyze, 5th option, left side

Original Text: "Complex multicellular organisms that have cells with a nucleus but no cell wall."

Updated Text: "These complex multicellular organisms have cells with a nucleus but no cell wall."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 5

Location: Line Matching Interactivity, Analyze, 6th option, left side

Original Text: "Eukaryotic organisms that don’t move and reproduce using spores or asexual reproduction."

Updated Text: "These eukaryotic organisms don’t move and reproduce using spores or asexual reproduction."

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.6.D, Evaluate, Screen 2

Location: Page heading

Original Text: "Can You Explain It?"

Updated Text: "Can You Solve the Problem?"

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.A-B, Engage, Screen 8

Location: Hot Spot Interactivity, Motion text in interaction

Original Text: "When the runner finishes the race, their position has changed relative to the starting line. This is the runner’s motion."

Updated Text: "Motion is the act of an object changing position. When the runner moves from the starting line to the finish line, they are in motion."

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.A-B, Engage, Screen 9

Location: Lesson vocabulary, displacement and motion definitions

Original Text: "displacement" "the change in position of an object" "motion" "an object's change in position relative to a reference point"

Updated Text: "displacement" "the change in position of an object relative to a starting reference point" "motion" "the act of an object changing position"

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.A-B, Evaluate, Screen 1

Location: Drop Down Interactivity, Summarize, first sentence

Original Text: "Motion is a change in an objects [position] over time."

Updated Text: "Motion is the act of an object changing [position]."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.A-B, Exploration 1, Screen 1

Location: Paragraph 1, Sentence 1

Original Text: "Motion is a change in an object's position over time."

Updated Text: "Motion is the act of an object changing position"

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 3

Location: Paragraph 1, Sentence 1

Original Text: "Motion is a change in position that can be measured by distance and time."

Updated Text: "Motion is the act of an object changing position that can be measured by distance and time."

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 7

Location: Drop Down Interactivity, Review, Sentence 1 and 3

Original Text: "displacement" "the change in position of an object" "motion" "an object's change in position relative to a reference point"

Updated Text: "displacement" "the change in position of an object relative to a starting reference point" "motion" "the act of an object changing position"

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 7

Location: Drop Down Interactivity,Review, feedback

Original Text: "Displacement is the overall change in position of an object or how far out of place it is. Distance is how far an object has moved during its motion. Motion is a change in position of an object over time. Speed is how fast an object is moving. Velocity is how fast an object is moving in a certain direction."

Updated Text: "Displacement is the change in the ending position of an object compared to its starting position. Distance is how far an object has moved during its motion. Motion is the act of an object changing position. Speed is how fast an object is moving. Velocity is how fast an object is moving in a certain direction."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 8

Location: Flip card interactivity, motion

Original Text: "motion: Motion is an object's change in position relative to a reference point."

Updated Text: "motion: Motion is the act of an object changing position."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 9

Location: Science Terms, displacement, definition

Original Text: "the change in position of an object"

Updated Text: "the change in position of an object relative to a starting reference point"

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 9

Location: Science Terms, motion, definition

Original Text: "an object's change in position relative to a reference point"

Updated Text: "the act of an object changing position"

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.C, Exploration 1, Screen 1

Location: paragraph 1, sentence 1

Original Text: "Motion is a change in an object’s position from a reference point over time."

Updated Text: "Motion is the act of an object changing position."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.7.C, Exploration 2, Screen 5

Location: Multiple Choice Interactivity, Apply, options and feedback

Original Text: "A. position B. speed C. velocity D. direction" and corresponding feedback for each "Feedback A: A distance-time graph shows how far from a reference point an object is at a given time. Position is the distance and direction an object is from a reference point. Feedback C: A distance-time graph shows how far from a reference point an object is at a given time. Velocity is how fast something is moving in a direction. Feedback D: A distance-time graph shows how far from a reference point an object is at a given time. A distance-time graph does not indicate the direction of motion.

Updated Text: "A. starting location B. speed C. mass D. time of day Feedback A: The graph shows the position relative to the starting reference point, but not where the starting location is in space. Feedback C: The graph does not indicate the mass of the object. Feedback D: The graph shows the time elapsed, not the time of day."

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.8.A, Engage, Screen 8

Location: Hot spot Interactivity, Preview, Convection definition

Original Text: "the movement of matter due to differences in density"

Updated Text: "the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

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ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.8.A, Engage, Screen 9

Location: Lesson Vocabulary, convection definition

Original Text: "the movement of matter due to differences in density"

Updated Text: "the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.8.B, Engage, Screen 3

Location: Short Answer Interactivity, Lab Procedure, Step 3

Original Text: "STEP 3: Place the small container into the larger hot-water container and record the temperature of the thermometers every 30 seconds for 3−5 minutes. ..."

Updated Text: "Place and hold the small container in the larger hot-water container so that the water in the small container is submerged, but the hot water does not spill into the small container. Continue holding the container in place and record the temperature of both thermometers every 30 seconds for 3–5 minutes. ..."

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.9.A, Exploration 3, Screen 5

Location: Seasons on Uranus Last 21 Years, Sentences 2–4

Original Text: "For about 21 years of that 84-year period, the north pole faces the sun, and the south pole is in darkness. About halfway through that 84-year period, the poles are reversed. For 21 years, the south pole faces the sun, and the north pole is in darkness."

Updated Text: "For about 21 years of that 84-year period, the north pole faces the sun, and the south pole is in darkness. About half way through the 84-year revolution, the planet has moved so that the south pole faces the sun for another 21 years and the north pole is in darkness"

Component: ***HMH Into Science Texas Student License Digital Grade 7***
ISBN: 9780358860679

Type: Editorial Change

Current Page Number(s): TEKS Lesson 7.9.B, Engage, Screen 2

Location: Safety

Original Text: Safety icons: Apron, Sharp Objects, Slip Hazard

Updated Text: Safety icons: Apron, Safety Goggles, Sharp Objects, Slip Hazard

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): TEKS Quiz, Thermal Energy Transfer in Systems (TEKS 7.8.C) Quiz A p. 1

Location: Title

Original Text: "Thermal Energy Transfer in Systems"

Updated Text: "Temperature"

Component: ***HMH Into Science Texas Teacher License Digital Grade 7***
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): TEKS Quiz, Thermal Energy Transfer in Systems (TEKS 7.8.C) Quiz B p. 1

Location: Title

Original Text: "Thermal Energy Transfer in Systems"

Updated Text: "Temperature"

Component: *HMH Into Science Texas Teacher License Digital Grade 7*
ISBN: 9780358860914

Type: Editorial Change

Current Page Number(s): The Flow of Energy in Ecosystems (TEKS 7.12.A) Quiz A, p. 2

Location: Item 4, Answer Choice D

Original Text: "E. Iguana"

Updated Text: "D. Iguana"

Feedback and Publisher Responses

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Page Number(s): TEKS Lesson 7.10.B, Elaborate, Screen 7

URL:

View Content

Feedback Text: This sentence needs editing: It may be include proposed solutions to improve upon systems already in place.

Publisher Response: HMH confirms this was a typo. The revised sentence will read, “It may include proposed solutions to improve upon systems already in place.”

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Page Number(s): TEKS Lesson 7.10.B, Engage, Screen 3

URL:

View Content

Feedback Text: Map is missing latitude and longitude lines to guide students in mapping volcanos. Without lines the students cannot do the activity.

Publisher Response: No action is needed. In this activity, students should be marking the locations of the volcanoes on the World Map Handout, which does include latitude and longitude lines. The Word Map Handout is separate/different from the map of major tectonic plate boundaries, which goes with Step 3 of the lab.

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Page Number(s): TEKS Lesson 7.11.B, Exploration 3, Screen 3

URL:

View Content

Feedback Text: Last option has a typo.

Publisher Response: HMH confirms that this was a typo. We will change, “My solution is benefits both the ocean and people.” to “My solution benefits both the ocean and people."

Component: *HMH Into Science Texas Student License Digital Grade 7*
ISBN: 9780358860679

Page Number(s): TEKS Lesson 7.13.C, Exploration 3, Screen 5

URL:

View Content

Feedback Text: #160; is at the end of the 3rd sentence. We think it is a typo

Publisher Response: HMH confirms that this is a typo and will be deleted.

Component: *HMH Into Science Texas Teacher License Digital Grade 7*
ISBN: 9780358860914

Page Number(s): G7 skills bank, Item 13

URL:

View Content

Feedback Text: For this to accurately demonstrate modeling, the answer choices should have models or diagrams to go along with them.

Publisher Response: HMH will revise the text from, “She draws particulate models of cold, warm, and hot water to research the problem.” to “She draws the following particulate models of cold, warm, and hot water to research the problem.” HMH will also supply new diagrams to accompany each answer choice.

Component: *HMH Into Science Texas Teacher License Digital Grade 7*
ISBN: 9780358860914

Page Number(s): G7 skills bank, Item 23

URL:

View Content

Feedback Text: There is not an obvious text/information strand we can find that relates Newton to his work in relation to gravity. Might need to provide some more clarification.

Publisher Response: Teachers are able to pull Skills Bank items into lesson quizzes and unit tests at their own discretion as they customize assessments, in a way that is most suitable for their students and allows for appropriate context. If teachers feel that their students don’t have the necessary background knowledge for a given question, that question can be modified or not pulled into a given quiz or test.

Component: *HMH Into Science Texas Teacher License Digital Grade 7*
ISBN: 9780358860914

Page Number(s): G7 skills bank, Item 27

URL:

View Content

Feedback Text: 2nd sentence has a typo. "does not get"

Publisher Response: HMH has confirmed that this was a typo. The revised sentence will read, “Another scientist repeats the study and does not get similar results.”

Component: *HMH Into Science Texas Teacher License Digital Grade 7*
ISBN: 9780358860914

Page Number(s): TEKS 7.7.C Quiz, Item 5

URL:

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

View Content

Feedback Text: Segments on the graph need labels of some kind(A-D) (1-4)...

Publisher Response: The graph will be modfiied to include indicators that could be chosen/circled (rather than any point on the graph).

Publisher: Houghton Mifflin Harcourt

Science, Grade 8

Program: HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS

Editorial Changes

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): 111

Location: Column 1, "Differentiation: Extra Support" add new sentence to end of paragraph.

Original Text: content added to end of paragraph, no existing content changed.

Updated Text: Note, in this demonstration, and others like the vinegar and baking soda example in the lesson phenomenon, you may observe an apparent mass decrease due to buoyancy effects on the gas captured in the balloon.

Component: ***HMH Into Science Texas Teacher License Digital Grade 8***
ISBN: 9780358860921

Type: Editorial Change

Current Page Number(s): Influences on Weather and Climate (TEKS 8.10.A) Quiz, p. 1

Location: Item 1, second part of question stem

Original Text: "Which occurrence is the direct source of energy driving these winds and currents?"

Updated Text: "Which occurrence is the source of energy driving these winds and currents?"

Component: ***HMH Into Science Texas Teacher License Digital Grade 8***
ISBN: 9780358860921

Type: Editorial Change

Current Page Number(s): KS 8.1–8.5 Skills & Themes Bank, p. 14

Location: Item 34, Second sentence of question

Original Text: "By the late 1970s, they had developed ships that could be used multiple times to transport people into space."

Updated Text: "By the late 1970s, they had developed vehicles that could be used multiple times to transport people into space."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 102

Location: Photo at top of page

Original Text: [photo of Sir Isaac Newton with F = ma formula]

Updated Text: [photo still from International Space Station video]

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 111

Location: Column 2, Hands-On Lab Facilitation, after STEP 4

Original Text: N/A

Updated Text: "STEP 6: Dish soap and vinegar have densities slightly higher than, water (1.0 g/mL^3). Their combined mass, with the addition of food coloring, measured in Step 6, should be slightly over 90 g."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 112

Location: Column 1, Differentiation: Extra Support

Original Text: "... A balloon is needed to collect the gas that forms."

Updated Text: "... A balloon is needed to collect the gas that forms. Note, in this demonstration, and others like the vinegar and baking soda example in the lesson phenomenon, you may observe an apparent mass decrease due to buoyancy effects on the gas captured in the balloon."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 113

Location: Column 1, Setting Learning Goals, Sentence 1

Original Text: "... build on the goals of the previous explorations in this lesson. ..."

Updated Text: "... build on the understanding of how to write and interpret accurate chemical formulas and chemical equations. ..."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 119

Location: Column 1, Support for Student Answers, DESCRIBE, answer

Original Text: "Sample answer: Fuel + Oxygen (yields) Carbon Dioxide and Water"

Updated Text: "Sample answer: Fuel + Oxygen (yields) Carbon Dioxide and Water. C_25H_52 + 38 O_2 --> 25 CO_2 + 26 H_2O."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 121

Location: Column 1, Support for Student Answers, question 3

Original Text: "3. One of the products of the chemical reaction between zinc and hydrochloric acid is hydrogen gas, but other reactions produce poisonous gases. What safety equipment and practices are important to use when working with gases released from chemical reactions? Select all that apply. [answer] B. Keep test tubes pointed away from yourself and others. C. Use a fume hood when poisonous gases are involved in a reaction. D. Use your fingers to waft the chemical to your nose from 15 cm away."

Updated Text: "3. Even chemical reactions that start with safe reactants may form products that can be unsafe to handle. This is why appropriate safety equipment should be used at all times. [Goggles] protect(s) the eyes from chemical splashes. An apron prevents substances from staining or burning [clothing]. [Gloves] protect(s) the hands from spills if chemicals are improperly poured or handled. "

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 129

Location: Item 1

Original Text: "1. Complete the paragraph to describe the collision shown in the photo. Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo helps protect the gymnast by [decreasing | increasing] the duration of the collision between the gymnast and the floor. [Decreasing | Increasing] the duration of the collision decreases the [acceleration | velocity]."

Updated Text: "1. Complete the paragraph evaluating the engineering design of the floor mat in the photo. Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo [does | does not] satisfy the criterion of reducing the force on the gymnast when they land. The mat [decreases | increases] the duration of the collision between the gymnast and the floor. [Decreasing | Increasing] the duration of the collision decreases the [acceleration | velocity]."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 130

Location: Column 2, Top of page

Original Text: N/A

Updated Text: Photo of investigation on the International Space Station

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 139

Location: Column 1, Lab Facilitation, Step 2, add to end

Original Text: N/A

Updated Text: "Ask how they could modify the setup to apply the same pulling force every trial. Remind students to keep their faces away from the moving masses."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 139

Location: Column 2, Lab Scoring Criteria, bullet 1

Original Text: "Performed an experiment investigating the effects of mass on acceleration"

Updated Text: "Planned and conducted an investigation of the effects of mass on acceleration"

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 144

Location: Column 2, Path 3 Support, Thinking Routines

Original Text: "Thinking Routines Encourage students to apply Patterns to other systems and other scientific disciplines in future lessons and in everyday life. This way of thinking about the Recurring Themes and Concepts should become a frequently used tool for students. One way of doing this is to implement classroom routines around how your students talk about and apply the Recurring Themes and Concepts."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 146

Location: Column 2, top of page

Original Text: N/A

Updated Text: Photo of investigation of Newton's second law of motion on the International space station.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 155

Location: Bottom of page, right column, last definition choice

Original Text: "a periodic disturbance in a solid, liquid, or gas as energy is transmitted through a medium"

Updated Text: "a disturbance that transfers energy from one place to another"

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 155

Location: Column 1, Hands-On Lab Scoring Criteria

Original Text: "• Student correctly related each verbal description to its force diagram." "..." "• Student can explain the effects of balanced and unbalanced forces on an object." N/A

Updated Text: N/A "..." N/A "• Student explained how they related each scenario and force diagram."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 161

Location: Top of page, Lesson Objective

Original Text: "Explain how electromagnetic radiation—like visible light—can be separated into bands and how humans use these different bands in various applications."

Updated Text: "Explain the use of electromagnetic waves in applications such as radiation therapy, wireless technologies, fiber optics, microwaves, ultraviolet sterilization, astronomical observations, and X-rays."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 164

Location: Column 2, Gather Data, Sample answer, After Sentence 2

Original Text: "Sample answer: ... Force, mass, and acceleration are related as stated by Newton’s second law of motion."

Updated Text: "Sample answer: ... The force of the rocket pushing out fuel is paired with the force of the fuel pushing the rocket up (Newton's third law). Force, mass, and acceleration are related as stated by Newton’s second law of motion."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 180

Location: Column 2, Support for Student Answers, Item 1

Original Text: "1. Complete the paragraph to describe the collision shown in the photo. Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo helps protect the gymnast by increasing the duration of the collision between the gymnast and the floor. Increasing the duration of the collision decreases the acceleration."

Updated Text: "1. Complete the paragraph evaluating the engineering design of the floor mat in the photo. Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo does satisfy the criterion of reducing the force on the gymnast when they land. The mat increases the duration of the collision between the gymnast and the floor. Increasing the duration of the collision decreases the acceleration."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 198

Location: Column 1, top of page

Original Text: N/A

Updated Text: "Gather Data [question] Snakes rely on their environment to maintain their body temperature. Why might a snake lie on a rock on a cool morning? Record your data. [answer] Sample answer: The sun warms the rock and the snake through electromagnetic waves. The snake also gains energy from the warm rock by conduction."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 207

Location: Column 2, COLLABORATE

Original Text: "COLLABORATE: Review student Venn diagrams. Listen for their claim, evidence, and reasoning about why they sorted the colors in the way they did."

Updated Text: "COLLABORATE: In a small group, list at least eight common car colors and then use a Venn diagram to sort the colors by "good in hot weather" and "good in cold weather." The colors that overlap are good for both hot weather and cold weather. Support your claim and share your results with the class. [answer] Review student Venn diagrams. Listen for their claim, evidence, and reasoning about why they sorted the colors in the way they did."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 21

Location: Column 2, Gather Data

Original Text: "Identify one element, one compound, one homogenous mixture, and one heterogeneous mixture in the desalination process."

Updated Text: "Identify one element, one compound, and one homogenous mixture in the desalination process."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 220

Location: Bottom half of page, below "Take notes..." prompt

Original Text: "atmosphere:" [write-on lines] "hydrosphere:" [write-on lines] "precipitation:" [write on lines]

Updated Text: "atmosphere:" [write-on lines] "climate:" [write-on line] "condensation:" [write-on line] "evaporation:" [write-on line] "hydrosphere:" [write-on line] "latitude:" [write-on line] "precipitation:" [write on line] "water cycle:" [write-on line] "weather:" [write-on line]

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 220

Location: Column 1, Can You Explain It?, before Background Information

Original Text: N/A

Updated Text: "Driving Question How is modern society dependent on electromagnetic waves?"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 221

Location: paragraph after materials

Original Text: "In this activity, you will model how incoming solar energy affects different parts of Earth's surface differently."

Updated Text: "In this activity, you will model and compare how incoming solar energy affects different parts of Earth's surface differently."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 222

Location: Column 2, Differentiation: Challenge, CHANGE TO Differentiation: Extra Support, Sentence 1

Original Text: "Differentiation: Challenge Ask students to research wavelengths smaller than 1 meter, which means they have a negative exponent. Point out that..."

Updated Text: "Differentiation: Extra Support Help students understand how to read the wavelength scale on the diagram of the electromagnetic spectrum. Point out that..."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 223

Location: Step 8

Original Text: "What thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

Updated Text: "Compare the temperatures for the equator and the North Pole. Based on this information, what thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 225

Location: Column 2, Differentiation: Challenge

Original Text: "Ask students to consider the type of radio waves that would work best for a wireless network system. Students should recognize that within the range of radio waves, a wireless network should use high frequency signals to allow fast speeds but have a short range."

Updated Text: "Lead a Class Discussion about how these widely available technologies use waves in the less energetic part of the spectrum (lower frequencies/longer wavelengths). Compare this with what students know about the relative safety of higher energy waves, such as ultraviolet (UV) and x-rays, and their uses."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 227

Location: Column 1, Key Learning Activity, Learning About Students, CHANGE TO Manage Small Group Work

Original Text: "Learning About Students: Have students describe their own experience or the experience of a family member or friend with MRI, x-rays, and UV sterilization. Keep in mind that this discussion can be very personal, so take care not to pressure students to talk if they are uncomfortable."

Updated Text: "Manage Small Group Work: After students complete their individual work, group students who worked on the same case study together. Give groups 5 minutes to develop a summary of their case study. You may wish to allow groups to develop their summaries in their home language first. Then, have each group take a few minutes each to share their summary with the other groups"

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 229

Location: Column 2, Support for Student Answers, EVALUATE, answer

Original Text: "Sample answer: ..."

Updated Text: "Sample answer: ... Benefits include greater survival rates of people successfully treated with radiation therapy."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 1, ANALYZE question support

Original Text: "Have small groups work together to select questions that relate to the Driving Question. Suggest that students write the questions and refer to them throughout the lesson to see if they can answer them. Tell students that by the end of the lesson, they should be able to answer the Driving Question."

Updated Text: "Guide Students to select questions that relate to the Driving Question."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 253

Location: Top of page, below Can You Explain It?

Original Text: "Observe the picture of the track of Hurricane Harvey as it headed toward Texas in 2017."

Updated Text: "In your digital Interactive Lesson, observe the satellite time-lapse video of the track of Hurricane Harvey as it headed toward Texas in 2017."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 265

Location: Top of page, below lab title

Original Text: "In this lab, you will compare the properties of three different materials."

Updated Text: "In this lab, you will observe how ancient carbon can be released back into the atmosphere by a simple chemical reaction."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 276

Location: Column 2, Support for Student Answers, STEPS 1 AND 2, answer, sentence 2

Original Text: "This activity does not have a correct answer. Students have a good grasp of how the galaxy looks if they have drawn the sun within the center of the solar system; the solar system is drawn within the Milky Way galaxy but not at its center; and the Milky Way galaxy is drawn as a spiral shape."

Updated Text: "This activity does not have a correct answer. Students have a good grasp of how the galaxy looks if the solar system is drawn within the Milky Way galaxy but not at its center, and the Milky Way galaxy is drawn as a spiral shape.

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 279

Location: Column 1, ANALYZE, answer

Original Text: "After students have written a few observations and questions, invite three or four students to share what they noticed and wondered about the Milky Way. Next have the students work in groups of two or three to share their questions and decide whether any of them might be useful in figuring out what the Milky Way galaxy would look like from far out in space. Allow students to discuss in small groups, and then invite some to share their questions. End the segment by explaining that by the end of the lesson, they will be able to answer the (driving) question."

Updated Text: "Guide Students to select questions that relate to the Driving Question."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 287

Location: Column 1, Lead a Discussion, sentences 2–4

Original Text: "With advances in technology, information that was once accepted was proven incorrect. Have students discuss the incorrect information about the universe that people once believed. Prompt them with questions, such as: What was the belief? How did that information change? How was it disproven?"

Updated Text: "With advances in technology, our understanding of the universe has changed. Have students discuss ideas that were once accepted as scientifically true. Prompt them with questions such as: What was the idea? What was the new understanding that replaced that accepted idea? What discovery changed popular understanding of that idea?"

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 288

Location: Column 1, Setup, bullet 1

Original Text: "Print and separate galaxies handouts."

Updated Text: "Print and set up galaxy image cards per handout instructions"

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 292

Location: Column 1, Using Parallax to Determine Distance, EXPLAIN, question text

Original Text: "Clouds of hydrogen where new stars are being formed"

Updated Text: "Study the image to find the Star-Forming Region. Clouds of hydrogen where new stars are being formed"

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 299

Location: Column 1, Practice Questions, Question 1, answer

Original Text: "Students should drag the sun icon to coordinate point 0,0 and the X icon to coordinate point 26, 0."

Updated Text: "Students should drag the sun label to point to coordinate 0,0 and the center of galaxy label to point to coordinate 26,0."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 319

Location: Column 1, Set Up, end of paragraph

Original Text: N/A

Updated Text: "...The number of rubber bands needed will vary depending on length of the rubber bands used. Total length should be about 30 centimeters, unstretched."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 320

Location: Column 2, Path 3 Support, Support for Student Answers, sentence 3

Original Text: "... Assuming the universe formed with a Big Bang."

Updated Text: "... Start your calendar with the Big Bang."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 328

Location: Bottom of page, Step 5

Original Text: "Add this data to the Starting Number of Wolves..."

Updated Text: "Add five to the ending number of wolves from the previous year, and then add this data to the Starting Number of Wolves..."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 332

Location: Column 2, top, above 1st Support for Student Answers

Original Text: N/A

Updated Text: Image of map of Asia showing the locations of Singapore and the Taklamakan Desert.

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 333

Location: Column 1, above Preview Lesson Vocabulary, image

Original Text: Image pointers A, B, and C. Vocabulary listed "[B] precipitation ... [C] hydrosphere ..."

Updated Text: Image pointers A, C, and B Vocabulary listed "[B] hydrosphere ... [C] precititation ..."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 333

Location: Column 2, Science Themes, Students as Scientists, sentence 2

Original Text: "Students should ... The sun heats Earth’s surface unevenly, leading to differences in climates, and the movement and interaction of air masses affect the climate of a region."

Updated Text: "Students should ... The sun heats Earth’s surface unevenly, leading to differences in temperature, and the ... of a region."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 336

Location: Column 1, Step 8

Original Text: "What thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

Updated Text: "Compare the temperatures for the equator and the North Pole. Based on this information, what thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 358

Location: Column 1, Preview Lesson Vocabulary, first image

Original Text: Image pointers A and B. Vocabulary listed: "[A] polar vortex: ... [B] effect on jet stream: ... "

Updated Text: Image pointers B and A. Vocabulary listed: "[A] effect on jet stream: ... [B] polar vortex: ... "

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 360

Location: Column 2, Students as Scientists

Original Text: "Students as Scientists: Encourage students to research ... back to Europe."

Updated Text: "Students as Scientists: Encourage students to research ... back to Europe. Students may also discover that around the horse latitudes ships would stall for long periods of time. Legend says sailors would sometimes throw horses overboard to conserve water, which gave the horse latitudes their name."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 361

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of global wind patterns by having students answer these questions."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 365

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of the effects of El Niño and La Niña on local weather by having students answer these questions."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 366

Location: Column 2, Air Masses, ANALYZE, question text

Original Text: "ANALYZE: Explore the jet stream video. Which of the following explain how energy flows through the atmosphere?"

Updated Text: "ANALYZE: Which of the following explain how energy flows through the atmosphere?"

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 368

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of jet streams by having students answer these questions."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 370

Location: Step 1

Original Text: "Draw a diagram of the ecosystem your class investigated. Label the parts of the system, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

Updated Text: "Use the data you collected to construct a map of the area your class investigated. Label the parts of the ecosystem, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 371

Location: Column 1, Check Your Learning, paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of weather systems and weather prediction by having students answer these questions."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 386

Location: Column 2, Differentiation: Challenge, sentence 2

Original Text: "How is the damage potential for a category 2 hurricane different than the damage potential for a category 1 hurricane?"

Updated Text: "How are the wind speeds of a category 2 hurricane different than the wind speeds of a category 1 hurricane?"

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 387

Location: Column 2, Wind and Rain Cause Heavy Damage, DISCUSS, question and answer

Original Text: "DISCUSS: Have you, or someone you know, experienced a hurricane? How did it affect you or the person you know?"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 388

Location: Column 1, Check Your Learning, EXPLAIN, answers

Original Text: "EXPLAIN: How can hurricanes that make landfall negatively affect people? Select all that apply. A. People can lose their possessions. B. People can be left without a place to live."

Updated Text: "EXPLAIN: ... apply. A. Homes and personal belongings may be damaged. B. Roads may flood and disrupt transportation."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 389

Location: after Explain interaction

Original Text: N/A

Updated Text: "DESCRIBE: How do ocean currents and air masses interact to produce typhoons? [answer] Warm ocean currents transfer energy and water to cooler air. This warm, moist air rises and condenses to form clouds, causing a drop in air pressure. Cooler air from high pressure areas moves toward the low pressure area. The process continues to increase the size of the clouds."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 4

Location: Bottom of page, Observe prompt

Original Text: "OBSERVE Working with a small group, record everything you notice about the desalination process."

Updated Text: "OBSERVE Watch the video about the desalination process in your digital Interactive Lesson. Working with a small group, record everything you notice about the desalination process."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 413

Location: after Make Informed Decisions

Original Text: N/A

Updated Text: "EVALUATE: Evaluate the evidence you each gathered and the solution you are proposing by completing this checklist. _X_ I used multiple appropriate sources. _X_ My sources are accurate and credible. _X_ My solution is cost-effective. _X_ My solution reduces carbon in the atmosphere."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 42

Location: Step 8

Original Text: "Propose a solution that would make a cup easier to pour from without spilling."

Updated Text: "Apply the patterns you noticed in your investigation and those from daily life to propose a solution that would make a cup easier to pour from without spilling."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 423

Location: Middle of page, left column, below polar bear photo

Original Text: "The polar bear has adaptations that help it swim in icy water and stay camouflaged in the Arctic environment."

Updated Text: "This polar bear navigates the floating ice and cold water."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 425

Location: Middle of page, left column, last term

Original Text: psychological

Updated Text: physiological

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 429

Location: Lesson Map, Day 4: Exploration 3 title

Original Text: "Describing the Effects of an Meteor Impact"

Updated Text: "Describing the Effects of an Asteroid Impact"

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 432

Location: Step 9

Original Text: "Using each group in the class as a “trial,” find the AVERAGE number of food pieces eaten for each beak type in the class. Record your data in the table."

Updated Text: "Gather data from each group in your class about how much of each type of food each beak type ate. On a separate sheet of paper, construct a table to record these data. Data from each group can be considered a trial that repeats an investigation. Then, find and record the AVERAGE number of food pieces eaten for each beak type in the class."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 432

Location: after Step 9

Original Text: beak type data table

Updated Text: N/A

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 435

Location: Top half of page, left column, below polar bear photo

Original Text: "The polar bear has adaptations that help it swim in icy water and stay camouflaged in the Arctic environment."

Updated Text: "This polar bear navigates the floating ice and cold water."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 441

Location: Column 1, Support for Student Answers, between Step 2 and Step 6

Original Text: N/A

Updated Text: "STEP 4: Use the data table to record the temperature of the air in each bottle before you start and then every minute for 15 minutes. Use the table to record your data. [answer] All bottles will start at the same temperature. Both in and out of direct sunlight, the temperature increase for covered bottles will be higher than it is for uncovered bottles. "

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 449

Location: Column 2, image

Original Text: Image of map of ocean currents

Updated Text: Image of single convection pattern in a container

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 495

Location: Column 2, Students as Scientists, sentence 2

Original Text: "Perhaps they track their grades, their schedule at their after-school job, or the days they work out each week."

Updated Text: "Perhaps they track their grades or their schedule for the week."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 497

Location: Column 1, Discuss, Sample answer

Original Text: "Sample answer: If predator bull sharks started spending more time upstream, they would likely feed on more bull sharks. This would leave less habitat for the bull sharks and would cause their population to decrease. A decrease in the bull shark population would mean a decrease in prey for predator bull sharks."

Updated Text: "Sample answer: If adult predator sharks started spending more time upstream, they would likely feed on more juvenile bull sharks. This would leave less habitat for the juvenile bull sharks and would cause their population to decrease. A decrease in the juvenile bull shark population would mean a decrease in prey for adult predator sharks."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 497

Location: Column 1, Analyze, question text, sentences 1-5

Original Text: "The most predator bull sharks were found at the River Mouth site. No predator bull sharks were found at the two sites that are farthest from the ocean. The fewest bull sharks were found at the River Mouth site. Therefore, the number of predator bull sharks does seem like an important factor in where bull sharks are found."

Updated Text: "The most adult predator sharks were found at the River Mouth site. No adult predator sharks were found at the two sites that are farthest from the ocean. The fewest juvenile bull sharks were found at the River Mouth site. Therefore, the number of adult predator sharks does seem like an important factor in where juvenile bull sharks are found."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 497

Location: Column 1, Discuss, question text, sentences 1-3

Original Text: "With a partner or small group, discuss what might happen if the population of predator bull sharks in this area increased. How might this affect where the bull sharks spend their time?"

Updated Text: "With a partner or small group, discuss what might happen if the population of adult predator sharks in this area increased. How might this affect where the juvenile bull sharks spend their time?"

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 504

Location: Column 1, Differentiation: Challenge, sentence 1

Original Text: "Students who have spent a summer in most parts of Texas are familiar with the loud chorus of cicadas..."

Updated Text: "Students who have spent a summer in most parts of Texas may be familiar with the loud chorus of cicadas..."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 510

Location: Column 1, ADD Practice Question 5

Original Text: N/A

Updated Text: "5. Great horned owls eat rodents. If people use poison to kill unwanted rodents, how would this affect the transfer of energy in a food web that includes rodents and owls? [answer] A. There would be less energy transferred from the rodent population to the owl population."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 52

Location: Column 2, Step 8

Original Text: "Propose a solution that would make a cup easier to pour from without spilling."

Updated Text: "Apply the patterns you noticed in your investigation and those from daily life to propose a solution that would make a cup easier to pour from without spilling."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 52

Location: Column 2, Step 8, answer

Original Text: "Students may suggest using a cup with a sharp edge or spout that will have less adhesion."

Updated Text: "Based on the patterns they observed, students may suggest using a cup with a sharp edge or spout that will have less adhesion."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 521

Location: Column 2, graph. labels

Original Text: N/A

Updated Text: [title label] "Population Size over Time". [y-axis label] "Population Size".

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 525

Location: Column 2, Explain, question text, sentence 2

Original Text: "A large wildfire that removes all the plants and animals from an area is an example of secondary succession."

Updated Text: "A large wildfire that removes all the plants and animals from an area would cause secondary succession."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 534

Location: Column 1, Step 2

Original Text: "STEP 2: Describe the sequential order of how an ecosystem changes over time during primary succession. Sample answer: Pioneer species are first to arrive in a disturbed area. These include lichens and mosses, which can grow on rock, concrete, or asphalt and break down those materials. Then, small plants like ferns, grasses, and wildflowers can live in the small pockets of soil created by the lichens and mosses. Grasses and wildflowers give way to shrubs and eventually to trees. Insects and small animals such as birds and rodents appear first with the grasses, and larger animals appear later, with the largest animals and predators appearing last."

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 537

Location: Column 1, Support for student answers, #1 image caption

Original Text: N/A

Updated Text: "As a glacier retreats, it leaves behind exposed rocks."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 539

Location: Lesson Map, Exploration 1

Original Text: "Measuring Biodiversity"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 539

Location: Lesson Map, Exploration 3

Original Text: "Measure Plant Biodiversity"

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 556

Location: Column 2, Check Your Learning, sentence 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of how biodiversity relates to the stability of an ecosystem by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 557

Location: Column 2, Setup

Original Text: N/A

Updated Text: "In quadrat sampling, scientists estimate the biotic or abiotic factors within a square or rectangular frame (the quadrat). Several quadrats are evaluated in an area to provide an overall understanding of the environmental factors in an area. Quadrats can be square or rectangular frames made out of available material (plastic, wood, wire, cardboard). Quadrats should be big enough to capture detail in the environment students will investigate, but not so large that students will be unable to collect all the data within the given time."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 557

Location: Column 2, Setup, bullet 2

Original Text: "Small diameter sticks taped together at the ends"

Updated Text: "[bullet] Small-diameter sticks or wooden dowels that are taped or tied together at the ends [bullet] Cut out a cardboard frame, or tape pieces of cardboard together"

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 558

Location: Hands-On Lab Scoring Criteria, bullet 1

Original Text: "Student observed a total of 10 quadrats (5 in each randomly selected observation site)."

Updated Text: "Student observed five quadrats in their sample area."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 558

Location: Column 1, Hands-On Lab Facilitation, bullet 1, sentence 3

Original Text: "By the end of the lab, students will thus have observed a total of 10 quadrats (5 in each site)."

Updated Text: "Class data will be combined. By the end of the lab, students should have data for a total of ten quadrats, five from each site."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 560

Location: Column 1, Step 1

Original Text: "Draw a diagram of the ecosystem your class investigated. Label the parts of the system, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

Updated Text: "Here or on a separate sheet of paper, use the data you collected to construct a map of the area your class investigated. Label the parts of the ecosystem, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 561

Location: Column 1, Step 6, sample answer, sentences 1-5

Original Text: "Sample answer: Criteria might include: Must increase biodiversity by a set amount. Constraints might include: Must be affordable. Must not introduce invasive species."

Updated Text: "Sample answer: Criteria: add biodiversity, attract birds and pollinators, involve volunteer organizations; Constraints: must not introduce invasive species, must not need continued support after implementation, must not cost more than $1000"

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 561

Location: Column 1, Step 8, sample answer, sentences 1-2

Original Text: "Sample answer: The best solution will meet all of the criteria and constraints."

Updated Text: "Sample answer: The best solution will meet all of the constraints and perform well against the criteria."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 564

Location: Column 2, Collaborate

Original Text: "With a group, propose a restoration project in your community. Take on the role of the restoration ecologists planning and carrying out the work. Develop a short presentation of your proposal. Include an explanation for how the project would positively affect biodiversity in the area."

Updated Text: "With a group, explore resources, such as libraries, the Internet, and professional restoration ecologists, to investigate this STEM career further. Then, propose a restoration project in your community. Take on the role of the restoration ecologists planning and carrying out the work. Develop a short presentation of your proposal. Include an explanation for how the project would positively affect biodiversity in the area."

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 61

Location: Day 6: Exploration 5 box

Original Text: N/A

Updated Text: "Exploring Neutralization Reactions"

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 632

Location: Column 1, Gather Data, sample answer, Sentence 3

Original Text: "Students understand that particular adaptations were naturally selected for among the polar bear population because they gave polar bears an improved opportunity to survive and reproduce."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 638

Location: Column 1, Gather Data, sample answer, Sentences 2–3

Original Text: "Students understand that lighter fur color was an advantage for survival and reproduction in the Arctic. The shift from brown to white fur in the population took place over many generations."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 639

Location: Column 1, bottom of column after Check Student Understanding

Original Text: N/A

Updated Text: "STEP 2: Identify your organism and describe at least three of its adaptations. Identify whether each adaptation is structural, behavioral, or physiological. Sample answer: My organism is a skunk. It has scent glands that produce a foul-smelling liquid (physiological), it sprays the liquid onto potential predators (behavioral), and it has a white stripe of fur down its back (structural)."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 642

Location: Column 2, Research

Original Text: "Research population genetics. Create an infographic that explains this field and highlights five skills or subdisciplines that researchers may use in population genetics, such as mathematical modeling."

Updated Text: "Explore the Internet or library or talk to a professional in the field to investigate population genetics as a career. Create an infographic that explains this field and highlights five skills or subdisciplines that population geneticists might use, such as mathematical modeling."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 67

Location: Column 1, Support for Student Answers, Step 2, answer

Original Text: "Vinegar: (Predict) acid, (Blue litmus) red (Red litmus) red; Vinegar and antacid: (Predict) remain same color, (Blue litmus) blue, (Red litmus) red."

Updated Text: "Sample answer: I think vinegar is an acid. I think the red litmus paper will stay red, and the blue litmus paper will turn red."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 67

Location: Column 1, Support for Student Answers, between steps 3 and 6

Original Text: N/A

Updated Text: STEP 5: Predict how the addition of the antacid tablet will change how the vinegar solution reacts with the litmus paper. Record your prediction in the table. [Answer] Prediction: red litmus turns blue and blue litmus stays blue

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 72

Location: Column 2, Solutions, after bullets

Original Text: N/A

Updated Text: "• Alternate acid/base indicators may be substituted for red cabbage indicator. If using another indicator, be sure to review with students the expected color changes. For example, universal indicator will be red, orange, or yellow in acidic solutions, yellowish green in neutral solutions, and green, blue, or purple in basic solutions."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 75

Location: Column 2, Differentiation: Challenge, sentence 6

Original Text: "Have them write a descriptive paragraph showing that the number of hydronium atoms shown equals the sum of the chloride ions and the hydroxide ions shown."

Updated Text: "Have them write a descriptive paragraph that explains how the relative amounts of ions have changed after the addition of the acid and how they can account for this change."

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 77

Location: Column 1, below Distinguish support

Original Text: N/A

Updated Text: "COMPARE: Complete the table to compare and contrast the properties of acids and bases. This includes comparing the pH of an acid and the pH of a base to the pH of water." [new data table] [First column:] (title) Solution Acid Base [Second column:] (title) Physical properties sour taste, conducts an electric current bitter, slippery, conducts an electric current [Third column:] (title) Chemical properties corrosive, reacts with many metals, reacts with acid-base indicators to signal the presence of an acid caustic, reacts with acid-base indicators to signal the presence of a base [Fourth column:] (title) pH compared to water lower pH than water, which is neutral and has a pH of 7 higher pH than water, which is neutral and has a pH of 7

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 81

Location: Column 2, Safety Information, after text and icons

Original Text: N/A

Updated Text: "Setup Check to see if the solutions in the egg cartons have dried up. If they have dried up, you can rehydrate them by adding half a dropperful of water. Or you can start with fresh basic solutions from Exploration 1. Be sure to include indicator in the solutions."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 82

Location: Practice Questions, Question 3

Original Text: "3. One of the products of the chemical reaction between zinc and hydrochloric acid is hydrogen gas, but other reactions produce poisonous gases. What safety equipment and practices are important to use when working with gases released from chemical reactions? Select all that apply. A. Immediately clean up any liquid spilled on the floor. B. Keep test tubes pointed away from yourself and others. C. Use a fume hood when poisonous gases are involved in a reaction. D. Use your fingers to waft the chemical to your nose from 15 cm away."

Updated Text: "3. Even chemical reactions that start with safe reactants may form products that can be unsafe to handle. This is why appropriate safety equipment should be used at all times. [Goggles] protect(s) the eyes from chemical splashes. An apron prevents substances from staining or burning [clothing]. [Gloves] protect(s) the hands from spills if chemicals are improperly poured or handled. "

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 83

Location: Column 2, Differentiation: Extra Support, Sentence 3

Original Text: "Have them relate this to there being an equal number of hydronium and hydroxide ions present in water at any one time. "

Updated Text: N/A

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 85

Location: Column 2, Setup, add to end

Original Text: N/A

Updated Text: "Or you can start with fresh acidic solutions from Exploration 1. Be sure to include indicator in the solutions."

Component: ***HMH Into Science Texas Student Activity Guide Print Consumable Grade 8***
ISBN: 9780358861713

Type: Editorial Change

Current Page Number(s): p. 90

Location: Top of page, photo and text below

Original Text: [photo of Sir Isaac Newton with F = ma formula] "An astronaut tests Newton’s Second Law of Motion by using a stretched band to launch objects with different masses. The stretched band applies the same amount of force to each object. After launch, no additional forces act on each object to change its motion. OBSERVE Working with a small group, record everything you notice about the objects and their movement in the picture."

Updated Text: [photo still from International Space Station video] "In the video about the International Space Station, the stretched band applies the same amount of force to each object. After launch, no additional forces act on each object to change its motion. OBSERVE Working with a small group, observe the video about the International Space Station in your digital Interactive Lesson. Record everything you notice about the objects and their movements in the video.

Component: ***HMH Into Science Texas Teacher Guide Grade 8***
ISBN: 9780358841616

Type: Editorial Change

Current Page Number(s): p. 91

Location: Column 2, Collaborate box, bottom

Original Text: N/A

Updated Text: [answer] "Encourage students to plot a path before beginning and to decide in advance which solution they will add to a compartment if they need to turn it neutral. Tell students it may be helpful to make a "Color Chart" in advance to note the colors the cabbage juice indicator turns in acidic and basic solutions."

Component: ***HMH Into Science Texas Student License Digital Grade 8***
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.10.A, Elaborate, Screen 4

Location: COLLABORATE prompt

Original Text: COLLABORATE: With a partner or small group, research a proposed idea for climate engineering. Develop a model that describes the technique, the expected result, potential side effects, and any ethical or regulatory issues.

Updated Text: COLLABORATE: With a partner or small group, research an idea that has been proposed to mitigate some of the effects of climate change. Develop a model that describes the technique, the expected result, potential side effects, and any ethical or regulatory issues.

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.10.B, Exploration 3, Screen 2

Location: ANALYZE interactivity, question text

Original Text: "ANALYZE: Explore the jet stream video. Which of the following explain how energy flows through the atmosphere?"

Updated Text: "ANALYZE: Which of the following explain how energy flows through the atmosphere?"

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.10.C, Exploration 1, Screen 4

Location: DISCUSS interactivity

Original Text: "DISCUSS: Have you, or someone you know, experienced a hurricane? How did it affect you or the person you know?"

Updated Text: N/A

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.10.C, Exploration 1, Screen 5

Location: EXPLAIN interactivity, answer options

Original Text: "EXPLAIN: How can hurricanes that make landfall negatively affect people? Select all that apply. A. People can lose their possessions. B. People can be left without a place to live."

Updated Text: "EXPLAIN: ... apply. A. Homes and personal belongings may be damaged. B. Roads may flood and disrupt transportation."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.11.B, Elaborate, Screen 2

Location: Three text paragraphs, above photo

Original Text: Shayle Matsuda, Ph.D. is a marine biologist and postdoctoral researcher at Chicago's Shedd Aquarium. Matsuda studies how corals respond to rising sea surface temperatures, and he also explores ways to partner coral larvae with algae that can withstand higher temperatures. As a young person, Matsuda's many interests led him to pursue a double major in both the humanities and the sciences. After college, he spent many years working with young people before learning to SCUBA dive. While diving, he witnessed firsthand the biodiversity and beauty of coral reefs alongside the undeniable impact humans are having on these fragile environments. His concern led him to return to school for a Master's degree in ecology, evolution and conservation biology, and then a Ph.D. in marine biology. As a scientist who identifies as biracial and as a member of the LGBTQ+ community, Matsuda advocates and mentors students from under-represented communities so they can be part of a future generation of diverse scientists.

Updated Text: Shayle Matsuda, PhD, is a marine biologist and postdoctoral researcher at Chicago's Shedd Aquarium. Matsuda studies how corals respond to rising sea surface temperatures, and he also explores ways to partner coral larvae with algae that can withstand higher temperatures. By seeking to understand what will happen to corals under these higher temperatures, he hopes to develop solutions that will help them survive. As a young person, Matsuda's many diverse interests led him to pursue a double major in environmental studies and women's studies. After college, he spent many years working with young people before learning to SCUBA dive. While diving, he witnessed firsthand the biodiversity and beauty of coral reefs alongside the undeniable impact that humans are having on these fragile environments. His concern led him to return to school for a Master's degree in ecology, evolution and conservation biology, and then a Ph.D in marine biology. As an avid science communicator and advocate for inclusive representation in the field of STEM, Matsuda advocates and mentors students from under-represented communities so they can be part of a future generation of diverse scientists. He is a member of the Brain Trust for the national Inclusive Science Communication Symposium and serves on the Broadening Participation Committee at the Society of Integrative and Comparative Biology.

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.11.B, Exploration 1, Screen 3

Location: First paragraph, first sentence

Original Text: Levels of carbon dioxide in the atmosphere started to rise in the middle 1700s, when people began using machines to manufacture goods such as textiles.

Updated Text: From the middle 1700s and throughout the 1800s, people began using more and more machines to manufacture materials such as textiles.

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Evaluate, Screen 1

Location: Summarize, question text, sentence 1

Original Text: "An ecosystem is a community of organisms and their abiotic, or nonlinving, environment."

Updated Text: "A(n) ecosystem is a community of organisms and their abiotic, or nonliving, environment."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 1, Screen 1

Location: Apply, correct and incorrect feedback

Original Text: "...both biotic and abiotic groups in an area."

Updated Text: "...both biotic and abiotic factors in an area."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 1, Screen 6

Location: Explain, question text, sentence 3

Original Text: "When a bobcat eats a prairie dog, [energy/matter/energy and matter] are transferred from the prairie dog to the bobcat."

Updated Text: "When a bobcat eats a prairie dog, [energy is/matter is/energy and matter are] transferred from the prairie dog to the bobcat."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: second paragraph

Original Text: "Consider these data, along with the information the scientists shared about big sharks that sometimes eat baby and juvenile sharks, to help construct an explanation for where bull sharks are found."

Updated Text: "Consider these data, along with the information the scientists shared about adult predator sharks that sometimes eat baby and juvenile bull sharks, to help construct an explanation for where bull sharks are found."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: Analyze, question text, sentences 1-4

Original Text: "The most predator bull sharks were found at the River Mouth site. No predator bull sharks were found at the two sites that are farthest from the ocean. The fewest bull sharks were found at the River Mouth site. Therefore, the number of predator bull sharks does seem like an important factor in where bull sharks are found."

Updated Text: "The most adult predator sharks were found at the River Mouth site. No adult predator sharks were found at the two sites that are farthest from the ocean. The fewest juvenile bull sharks were found at the River Mouth site. Therefore, the number of adult predator sharks does seem like an important factor in where juvenile bull sharks are found."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: Analyze, incorrect feedback

Original Text: "The most predator bull sharks occur at the River Mouth site. This is also were the fewest number of bull sharks were captured."

Updated Text: "The most adult predator sharks occur at the River Mouth site. This is also were the fewest number of juvenile bull sharks were captured."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: Discuss, question text, sentences 1-2

Original Text: "With a partner or small group, discuss what might happen if the population of predator bull sharks in this area increased. How might this affect where the bull sharks spend their time?"

Updated Text: "With a partner or small group, discuss what might happen if the population of adult predator sharks in this area increased. How might this affect where the juvenile bull sharks spend their time?"

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: first paragraph, sentences 1-2

Original Text: "This table again shows the average number of bull sharks that were caught at each site on Shark River. It also shows the average number of big bull sharks caught at these three sites."

Updated Text: "This table again shows the average number of juvenile bull sharks that were caught at each site on Shark River. It also shows the average number of adult predator sharks caught at these three sites."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: chart title

Original Text: "Average Number of Bull Sharks and predator bull Sharks Caught at Three Sites"

Updated Text: "Average Number of Juvenile Bull Sharks and Adult Predator Sharks Caught at Three Sites"

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: chart, column 2 title

Original Text: "Average number of bull sharks caught"

Updated Text: "Average number of juvenile bull sharks caught"

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: chart, column 3 title

Original Text: "Average number of predator bull sharks caught"

Updated Text: "Average number of adult predator sharks caught"

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: graph title

Original Text: "Average Number of Bull Sharks and Predator Bull Sharks Caught at Each Study Site"

Updated Text: "Average Number of Juvenile Bull Sharks and Adult Predator Sharks Caught at Each Study Site"

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: graph legend

Original Text: In the legend, maroon is "Bull Sharks" and yellow is "Predator Bull Sharks".

Updated Text: In the legend, maroon is "Juvenile Bull Sharks" and yellow is "Adult Predator Sharks".

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 9

Location: Identify, Correct feedback

Original Text: "There was a pattern of fewer bull sharks being caught in areas with more big sharks, which are predators. Also, more bull sharks were caught in areas with no big sharks present."

Updated Text: "There was a pattern of fewer juvenile bull sharks being caught in areas with more big sharks, which are predators. Also, more juvenile bull sharks were caught in areas with no big sharks present."

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 3, Screen 2

Location: Procedure, Step 5

Original Text: "Add this data to the Starting Number of Wolves..."

Updated Text: "Add five to the ending number of wolves from the previous year, and then add this data to the Starting Number of Wolves..."

Component: *HMH Into Science Texas Student License Digital Grade 8*
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.B, Evaluate, Screen 2

Location: Can You Explain it?

Original Text: N/A

Updated Text: Image of the climax community at Mount St. Helens

Component: *HMH Into Science Texas Student License Digital Grade 8*
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.B, Exploration 1, Screen 3

Location: graph, labels

Original Text: [title] N/A [y-axis label] "Species"

Updated Text: [title] "Population Size over Time". [y-axis label] "Population Size".

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.B, Exploration 2, Screen 3

Location: Drop Down interactivity, Explain, correct feedback

Original Text: "Wildfires do not destroy the soil, so they are examples of secondary succession."

Updated Text: "Wildfires do not destroy the soil, so they cause secondary succession."

Component: *HMH Into Science Texas Student License Digital Grade 8*
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.12.B, Exploration 2, Screen 3

Location: Drop Down interactivity, Explain, question text, sentence 1

Original Text: "A large wildfire that removes all the plants and animals from an area is an example of secondary succession."

Updated Text: "A large wildfire that removes all the plants and animals from an area would cause secondary succession."

Component: ***HMH Into Science Texas Student License Digital Grade 8***
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.6.A, Exploration 4, Screen 3

Location: Short Text Interactivity, Gather Data

Original Text: "Identify one element, one compound, one homogenous mixture, and one heterogeneous mixture in the desalination process."

Updated Text: "Identify one element, one compound, and one homogenous mixture in the desalination process."

Component: ***HMH Into Science Texas Student License Digital Grade 8***
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.6.B, 8.6.E, Evaluate, Screen 3

Location: Multiple Choice Interactivity, Question 3

Original Text: "3. One of the products of the chemical reaction between zinc and hydrochloric acid is hydrogen gas, but other reactions produce poisonous gases. What safety equipment and practices are important to use when working with gases released from chemical reactions? Select all that apply. A. Immediately clean up any liquid spilled on the floor. B. Keep test tubes pointed away from yourself and others. C. Use a fume hood when poisonous gases are involved in a reaction. D. Use your fingers to waft the chemical to your nose from 15 cm away."

Updated Text: "3. Even chemical reactions that start with safe reactants may form products that can be unsafe to handle. This is why appropriate safety equipment should be used at all times. [Goggles] protect(s) the eyes from chemical splashes. An apron prevents substances from staining or burning [clothing]. [Gloves] protect(s) the hands from spills if chemicals are improperly poured or handled. " Feedback Partially Correct: Try Again. Goggles are worn over the eyes, an apron on the front of the body, and gloves on the hands. Incorrect: Try Again. Think about where on the body each piece of safety equipment is worn. For example, gloves are worn on the hands. Final Incorrect: That's not it. Goggles protect the eyes from chemical splashes, and an apron helps prevent stains or burns to clothing. Gloves protect the hands from accidental chemical spills.

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ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.7.A, Exploration 2, Screen 1

Location: Paragraph 2, Sentence 1, below diagram

Original Text: "...force for the hanging mass..."

Updated Text: "...force pulling the hanging mass down..."

Component: ***HMH Into Science Texas Student License Digital Grade 8***
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS Lesson 8.8.B, Exploration 2, Screen 2

Location: Top of screen, Above Electromagnetic Spectrum image

Original Text: N/A

Updated Text: "Exploring Wave Technology in Daily Life"

Component: ***HMH Into Science Texas Student License Digital Grade 8***
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS lesson 8.9.B, Exploration 4, Screen 2

Location: EXPLAIN interactivity, question text

Original Text: "Clouds of hydrogen where new stars are being formed"

Updated Text: "Study the image to find the Star-Forming Region. Clouds of hydrogen where new stars are being formed"

Component: ***HMH Into Science Texas Student License Digital Grade 8***
ISBN: 9780358860686

Type: Editorial Change

Current Page Number(s): TEKS lesson 8.9.C, Elaborate, Screen 7

Location: paragraph 3, sentence 3

Original Text: "... Assuming the universe formed with a Big Bang."

Updated Text: "... Start your calendar with the Big Bang."

Publisher: Houghton Mifflin Harcourt

Ch. 112.b Science, (Spanish) Grade K

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

Editorial Changes

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): Día 2, Screen 3

Location: Paso 6, after first sentence

Original Text: "¿Cuál es la causa y cuál es el efecto? Haz otra pregunta que tengas sobre tu investigación."

Updated Text: "¿Cuál es la causa y cuál es el efecto? Comparte tus ideas con un compañero. Haz otra pregunta que tengas sobre tu investigación."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

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

Location: La fuerza y el movimiento (TEKS K.7) Prueba, Question 4, Prompt Table

Original Text: N/A

Updated Text: New column in student response table, row two with label "Atrae." [HMH: If we add this new column, the answer should be “Yes” or “No”, but the activity asks the students to select among A-D options. I suggest making the

following changes instead: Add new column in student response table, between "Imán 2" and "Razón", with label "Atrae". Add to possible responses "E. Sí" and "F. No"] [JK-8/11/23 Do the following. The prompt should read "Sam wants to interact with magnets. Predict how she could set up the magnets to describe how they pull towards each other. Write the letter of ONE correct answer in each box. Some letters may be used more than once. Not all letters will be used." Keep the table and add a column to left of table title 'Attract'. Keep answer choices as they are now.]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): La luz (TEKS K.8) Prueba, p. 3

Location: La luz (TEKS K.8) Prueba, Item 5, Answer Choices A and C

Original Text: "A. Se puede ver el libro" "C. No se puede ver nada en la habitación"

Updated Text: "A. Cal puede ver el libro" C. Cal no puede ver nada en la habitación"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): Lo que necesitan las plantas (TEKS K.12.A) Examen breve, p.4

Location: Lo que necesitan las plantas (TEKS K.12.A) Examen breve, Item 7, Question and Answer choices

Original Text: "¿De qué otra manera podrían los estudiantes explicarse uno al otro cómo crece la semilla?" A. "Escribir en su diario de ciencias" C. "Contar a su maestro lo que ocurrió"

Updated Text: "¿De qué otra manera podrían los estudiantes hablar uno con el otro sobre cómo crece la semilla?" A. "Plantar nuevas semillas" C. "Mirar las plantas y sentarse en silencio"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p. 104

Location: Column 1

Original Text: N/A

Updated Text: "Pida a los niños que miren los videos para observar las características del día y de la noche." "Apoyo para las respuestas de los estudiantes Traza una línea para identificar las cosas que observas durante el día. Identifica las cosas que observas durante la noche. Día: Sol, nubes Noche: Luna, estrellas"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

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

Location: Top of page, caption 1, caption 2

Original Text: N/A

Updated Text: "¿Cómo sabes si es de día o de noche?" [Caption 1] "De día el cielo está iluminado. Vemos el Sol. Los objetos del cielo se ven con facilidad." [Caption 2] "De noche el cielo está oscuro. Vemos la Luna y las estrellas en el cielo."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

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

Location: Bottom of page

Original Text: N/A

Updated Text: "Traza una línea para identificar las cosas que observas durante el día. Identifica las cosas que observas durante la noche."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.11

Location: Propiedades, captions for each image

Original Text: N/A

Updated Text: "La textura es una propiedad que puedes sentir. La canica es dura. El copo de algodón es suave." "El material es de lo que está hecho un objeto. El bloque azul está hecho de poliestireno. El otro bloque es de madera." "El color es una propiedad que puedes ver. Una pera es verde. La otra pera es roja." "La forma es otra propiedad que puedes ver. Un bloque es un cuadrado. El otro es un triángulo."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.12

Location: Column 2, Consejos para la preparación

Original Text: "Proporcióneles a los estudiantes grupos de objetos que varíen en tamaño y número para que así puedan comparar los objetos por tamaño relativo y cantidad."

Updated Text: "Los estudiantes compararán el tamaño del objeto individual y la cantidad de objetos en cada tazón. Mientras prepara cada tazón con materiales, asegúrese de que la cantidad de objetos en cada tazón sea diferente para que los estudiantes puedan hacer una comparación clara (por ejemplo, pocas canicas, muchos copos de algodón) acerca de la cantidad relativa."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.123

Location: Paso 3, last line

Original Text: "Describe y dibuja."

Updated Text: "Describe o dibuja las texturas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.123

Location: Paso 4, last line

Original Text: "Describe y dibuja."

Updated Text: "Describe o dibuja las formas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.123

Location: Paso 2, last line

Original Text: "Describe y dibuja."

Updated Text: "Describe o muestra los colores."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.140

Location: Middle of first column, activity title

Original Text: "Observa patrones del estado del tiempo"

Updated Text: "Observa las estaciones"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.140

Location: Middle of second column, Dirija un debate en grupo, lines 5–6

Original Text: "Use los marcos de oraciones en la sección de Afirmaciones, Evidencias y Razonamiento."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.140

Location: 2nd and 3rd image

Original Text: Middle image shows sunset (sun near horizon on left) Bottom image shows midday (sun high in the middle of the sky)

Updated Text: Middle image shows midday (sun high in the middle of the sky) Bottom image shows sunset (sun near horizon on left)

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.16

Location: Las ciencias en distintasprofesiones, Column 1, paragraph 1, after first sentence, insert Apoyo para las respuestas de los estudiantes

Original Text: N/A

Updated Text: "¿Qué hacen los químicos? Dibuja un círculo alrededor de los enunciados verdaderos." [anno text:] "B. C."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.169

Location: Consejos para la preparación, before first sentence

Original Text: "Algunos estudiantes pueden beneficiarse de la observación de imágenes adicionales de rocas, del suelo y del agua, tanto al utilizarla como en su estado natural."

Updated Text: "Imprima un conjunto de tarjetas ilustradas para cada estudiante o pareja antes de comenzar la actividad. Algunos estudiantes pueden beneficiarse de la observación de imágenes adicionales de rocas, del suelo y del agua, tanto al utilizarla como en su estado natural."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.174

Location: Consejos para la preparación, before first sentence

Original Text: "Algunos estudiantes pueden beneficiarse de la observación de imágenes adicionales de rocas, del suelo y del agua, tanto al utilizarla como en su estado natural."

Updated Text: "Imprima un conjunto de tarjetas ilustradas para cada estudiante o pareja antes de comenzar la actividad. Algunos estudiantes pueden beneficiarse de la observación de imágenes adicionales de rocas, del suelo y del agua, tanto al utilizarla como en su estado natural."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.18

Location: Las ciencias en distintas profesiones, bottom of page, teacher prompt

Original Text: "Dibuja una línea debajo de la imagen que muestra un químico trabajando en un laboratorio."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.180

Location: Column 1, Objetivo de aprendizaje

Original Text: "Los estudiantes describirán las propiedades de las rocas, el suelo y el agua y darán ejemplos de cómo se puede utilizar cada uno de ellos."

Updated Text: "Los estudiantes comprenderán de qué manera los recursos naturales forman parte de un sistema y generan usos prácticos para las rocas, el suelo y el agua."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.193

Location: Column 2, Paso 5, first sentence

Original Text: "Después de cinco días, pida a los estudiantes que completen el Organizador de temas de Estabilidad y cambio para identificar lo que cambia y lo que permanece igual. Cuando comparen sus plantas, anímelos a comentar cómo cambió la planta que no se regó."

Updated Text: "Después de cinco días, pida a los estudiantes que dibujen las mismas plantas del Paso 1. A medida que comparan sus dibujos, anímelos a explicar cómo cambió la planta que no recibió agua. También puede completar el Organizador de temas científicos de Estabilidad y cambio para seguir ayudando a los estudiantes a identificar lo que cambió o lo que permaneció igual."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.196

Location: Column 2, Objetivo de aprendizaje

Original Text: "Los estudiantes planificarán y realizarán una investigación para identificar que las plantas necesitan luz solar."

Updated Text: "Los estudiantes podrán observar e identificar que las plantas necesitan luz solar."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.197

Location: Middle of page, Caption 2, second image

Original Text: "El agua limpia el cuerpo."

Updated Text: "El agua limpia a las personas y los animales."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.197

Location: Column 1, Paso 4, last sentence

Original Text: "... Pídales que completen el Organizador de temas científicos de Estabilidad y cambio para identificar lo que cambia y lo que permanece igual."

Updated Text: "... Mientras los estudiantes dibujan cada planta, anímelos a comentar y comparar sus observaciones con un compañero. También puede pedirles que completen el Organizador de temas científicos de Estabilidad y cambio como ayuda para identificar en qué cambiaron y en qué permanecieron iguales las plantas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.202

Location: Bottom of page, Teacher prompt

Original Text: "Dibuja una línea debajo de la imagen que muestre a un científico especialista en suelos evaluando el suelo."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.218

Location: Bottom of page, Teacher Prompt

Original Text: "Las plantas necesitan espacio para sus raíces, tallos y hojas. Colorea el espacio entre las plantas jóvenes."

Updated Text: "Las plantas necesitan espacio para sus raíces, tallos y hojas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.223

Location: Bottom of page, Teacher Prompt

Original Text: "Comparte tus dibujos de la planta cuando obtiene todo lo que necesita. Explica lo que necesita la planta."

Updated Text: "Hay un problema con esta planta. ¿Cuál crees que es el problema? Comparte tu dibujo de la planta cuando obtiene todo lo que necesita."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.238

Location: Bottom of page

Original Text: N/A

Updated Text: "Haz una afirmación sobre lo que tu animal necesita para vivir y crecer."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.244

Location: Column 2, Consejos para la preparación, after last sentence

Original Text: N/A

Updated Text: "Los estudiantes observarán el crecimiento de las plantas durante dos semanas antes de completar la Parte 2."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.27

Location: Paso 2, middle of page, second sentence

Original Text: "Predice qué objetos atraerá el imán."

Updated Text: "Predice qué objetos atraerá el imán. Comparte tus ideas con un compañero."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.27

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

Original Text: N/A

Updated Text: "Para anotar sus hallazgos, los estudiantes pueden dibujar los objetos que el imán atrajo o no atrajo en vez de escribirlos."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.28

Location: Paso 6, after first sentence

Original Text: N/A

Updated Text: ..."Comparte tus ideas con un compañero."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.29

Location: Apoyo para las respuestas de los estudiantes

Original Text: "Mira la imagen. Prediga cuáles serán los elementos que el imán atraerá"

Updated Text: "Mira la imagen de arriba y predice qué objetos atraerá un imán. Mira las tres imágenes de abajo y encierra en un círculo los objetos que cumplen tu predicción."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.3

Location: Column 2, Día 3, Consejos para la preparación,

Original Text: "Proporcióneles a los estudiantes grupos de objetos en diferentes cantidades y tamaños, de modo que los estudiantes sean capaces de comparar los objetos por tamaño y cantidad."

Updated Text: "Los estudiantes compararán el tamaño del objeto individual y la cantidad de objetos en cada tazón. Mientras prepara cada tazón con materiales, asegúrese de que la cantidad de objetos en cada tazón sea diferente para que los estudiantes puedan hacer una comparación clara (por ejemplo, pocas canicas, muchos copos de algodón) acerca de la cantidad relativa."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.30

Location: Boleto de salida, bottom of page, teacher prompt

Original Text: "Mira la imagen con muchos objetos. Predice qué objetos atraerá un imán. Encierra en un círculo cada uno de ellos."

Updated Text: "Mira la imagen de arriba y predice qué objetos atraerá un imán. Mira las tres imágenes de abajo y encierra en un círculo los objetos que cumplen tu predicción."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.37

Location: Leer, escribir y compartir, bottom of page, teacher prompt

Original Text: "Comenta, dibuja o escribe sobre dos cosas en el salón de clases que estén en movimiento. Comparte tu trabajo con los demás."

Updated Text: "Dibuja o escribe sobre dos cosas en el salón de clases que estén en movimiento. Comparte tu trabajo con los demás."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.61

Location: Bottom of page, after Paso 1

Original Text: N/A

Updated Text: Table with two columns and two rows. Title: "Papel encerado" Columns heads: "La luz pasa", "La luz no pasa"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): p.9

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

Original Text: "Si los estudiantes no están seguros sobre la forma en la que deben anotar sus hallazgos, muéstreles cómo completar la tabla con uno de sus objetos. "

Updated Text: "Puede ser útil darles a los estudiantes la opción de trazar formas o usar crayones para anotar el color de los objetos de la bandeja. Muéstreles cómo completar la tabla con uno de sus objetos."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): Screen 3

Location: Paso 5, bottom of the screen

Original Text: "Describe cómo se puede usar un imán para empujar o tirar de un objeto."

Updated Text: "Trabaja con un compañero para describir cómo se puede usar un imán para empujar o tirar de un objeto."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): Screen 3

Location: Paso 2, second sentence

Original Text: "Predice de qué objetos tirará el imán."

Updated Text: "Predice de qué objetos tirará (o qué objetos atraerá) el imán. Comparte tus ideas con un compañero."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): Screen 6

Location: Boleto de salida, after second sentence

Original Text: N/A

Updated Text: ..."Elige las imágenes de abajo que cumplen tu predicción."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K***
ISBN: 9.78036E+12

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

Type: Editorial Change

Current Page Number(s): T6

Location: La luz y los materiales, Día 2

Original Text: "Observa la luz"

Updated Text: "Explora la luz"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS K.1-K.5 Banco de destrezas y temas p. 24

Location: Item 36, prompt

Original Text: "Josh quiere resolver el problema usando objetos pequeños primero. ¿Qué objetos puede usar Josh como modelo para resolver el problema?"

Updated Text: “La caja de juguetes de Josh no se mantiene cerrada. Josh quiere resolver el problema usando objetos pequeños primero, así que va a construir un modelo. ¿Qué objetos puede usar Josh como modelo para resolver el problema?" [HMH: Please note that the first sentence already appears in the direction line above the image.]

Feedback and Publisher Responses

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*
ISBN: 9780358881636

Page Number(s): GK Banco de distresses y temas, Elemento de prueba 38

URL:

View Content

Feedback Text: The word 'distresses' is not a Spanish word and appears in this student workbook throughout the entire document. This word also appears in the description.

Publisher Response: HMH will replace "distresses" with "destrezas" to fix misspelling throughout the document.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 1

Program: HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 1: TEKS

Editorial Changes

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 102

Location: Column 1, Ed en línea, item 5

Original Text: N/A

Updated Text: "Organizador gráfico Tabla de causa y efecto (TEKS 1.F)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 106

Location: Column 2, paragraph 3, Apoyo para las respuestas de los estudiantes, sentences 2-4

Original Text: "¿Cómo cambia la limonada? Respuesta: Primero, la limonada líquida se congela y se convierte en un sólido. Luego, se derrite y vuelve a ser un líquido."

Updated Text: "¿Cómo cambia la limonada? Rotula la imagen para mostrar cómo cambia. Respuesta: primer rótulo: se congela, segundo rótulo: se derrite"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 115

Location: Column 2, Día 3: El patrón de las horas de luz, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán describir y predecir los patrones de las estaciones del año, como el orden de aparición y los cambios en la naturaleza."

Updated Text: "Los estudiantes podrán describir y predecir los patrones de las estaciones del año, como los cambios en la naturaleza."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 115

Location: Column 1, Día 2: El patrón de las estaciones del año, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán predecir el orden de las estaciones del año y describir los cambios que se producen en la naturaleza al cambiar las estaciones."

Updated Text: "Los estudiantes podrán describir y predecir el orden de las estaciones del año."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 117

Location: Column 1, Conexión con la comunidad, Calendario comunitario estacional, sentence 1

Original Text: "las familias"

Updated Text: "los progenitores o tutores"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 120

Location: Column 1, Actividad clave de aprendizaje, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán predecir el orden de las estaciones del año y describir los cambios que se producen en la naturaleza al cambiar las estaciones."

Updated Text: "Los estudiantes podrán describir y predecir el orden de las estaciones del año."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 123

Location: Column 1, Boleto de salida/Evaluación formativa, Demuestre y explique el contenido, sentence 3

Original Text: "Señale que la primavera ya está colocada en la segunda fila."

Updated Text: "Use la primera entrada, primavera, para mostrar cómo completar el boleto de salida y explicar su razonamiento".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 124

Location: Column 1, Ed en línea Box, item 4

Original Text: N/A

Updated Text: "Organizador gráfico Tabla de datos (TEKS 1.F), Organizador gráfico Gráfica de barras (TEKS 1.F)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 124

Location: Column 1, Actividad clave de aprendizaje, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán describir y predecir los patrones de las estaciones del año, como el orden de aparición y los cambios en la naturaleza."

Updated Text: "Los estudiantes podrán describir y predecir los patrones de las estaciones del año, como los cambios en la naturaleza."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 128

Location: Column 1, Ed en línea Box, item 3

Original Text: "Organizador gráfico de temas científicos Patrones"

Updated Text: "Organizador de temas científicos Estabilidad y el cambio"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 128

Location: Column 1, Actividad clave de aprendizaje, Comprobar la comprensión de los estudiantes, paragraph 2, sentence 2

Original Text: "Organizador gráfico de temas científicos Patrones"

Updated Text: "Organizador de temas científicos Estabilidad y el cambio"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 129

Location: Column 2, Boleto de salida/Evaluación formativa, Demuestre y explique estrategias, sentence 2

Original Text: "Organizador gráfico de temas científicos Patrones"

Updated Text: "Organizador de temas científicos Estabilidad y el cambio"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358881292

Type: Editorial Change

Current Page Number(s): p. 134

Location: Column 1, all images

Original Text: From top to bottom, images are park in spring, park in fall, park in winter, park in summer

Updated Text: From top to bottom, images are park in spring, park in summer, park in fall, park in winter

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 140

Location: Column 1, Ed en línea Box, item 5

Original Text: N/A

Updated Text: Add "Organizador gráfico Tabla de datos (TEKS 1.F)"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358881292

Type: Editorial Change

Current Page Number(s): p. 143

Location: Paragraph 3

Original Text: "En invierno, a algunos animales les crece un pelaje grueso para estar abrigados o se vuelven blancos para esconderse en la nieve."

Updated Text: "Muchos árboles pierden sus hojas en el invierno. A algunos animales les crece un pelaje grueso para estar abrigados o se vuelven blancos para esconderse. Otros animales duermen en el invierno."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 144

Location: Column 1, Ed en línea Box, item 5

Original Text: N/A

Updated Text: Add "Organizador gráfico Tabla de datos (TEKS 1.F)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 145

Location: Column 2, Paso 4

Original Text: "Los estudiantes anotan sus preguntas en una hoja de papel aparte o las comentan con sus compañeros."

Updated Text: "Después de anotar sus preguntas, los estudiantes pueden comentarlas con un compañero".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 179

Location: Column 2, Pasos 2–3, sentence 2

Original Text: "....masas de agua y comparaciones de diferentes características para los mismos pares de masas de agua."

Updated Text: "…masas de agua."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 179

Location: Column 2, Paso 4, sentence 3

Original Text: "Anime a los estudiantes a ver las experiencias personales de sus compañeros como fuentes de datos científicos."

Updated Text: "Anime a los estudiantes a escuchar las experiencias personales de sus compañeros."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 189

Location: Column 2, Día 4: Mide la precipitación, Consejos para la preparación, sentence 2

Original Text: "Al menos algunos de esos días, tendrá que llover, caer aguanieve o nevar."

Updated Text: "La actividad resultará mejor si hay precipitación algunos de esos días."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 198

Location: Column 2, Consejos para la preparación, sentence 2

Original Text: "El último día, también completan los pasos 4 y 5."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 213

Location: Column 1, Conexión con la comunidad, Uso del agua

Original Text: "Uso del agua: Pida a los estudiantes que, junto con uno de sus progenitores o tutores, hagan una lista de las formas en que la familia utiliza el agua en casa. Anime a los estudiantes a compartir sus listas con la clase."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 217

Location: Column 1, Paso 1, sentence 3

Original Text: "enumeren todas las cosas que ellos y sus familias hacen para utilizar el agua."

Updated Text: "enumeren todas las cosas que hacen para utilizar el agua."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 220

Location: Column 2,Consejos para la preparación, sentence 2

Original Text: N/A

Updated Text: "La arcilla de alfarería se parece mucho al suelo arcilloso." after first sentence in paragraph.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 221

Location: Column 1, Pasos 4–5, paragraph 2, sentence 3

Original Text: N/A

Updated Text: "Informe a los estudiantes que la arcilla suele estar presente en muchos suelos. Así, pueden pensar en la arcilla al describir cómo utilizaron la tierra." at end of paragraph after "...cómo utilizaron las rocas y la tierra."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 222

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentences 3-6

Original Text: "Díselas a un compañero. Escucha las evidencias de tu compañero. Habla sobre cómo las evidencias justifican la afirmación. Explica tu razonamiento."

Updated Text: "Habla con un compañero sobre tu razonamiento."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 225

Location: Column 2, Apoyo para las respuestas de los estudiantes, paragraph 5, sentence 1

Original Text: "Explica cómo usaste las rocas y el suelo."

Updated Text: "¿De qué manera usaste patrones para identificar cómo usan el agua las plantas?"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 225

Location: Column 2, Pasos 5–6, paragraph 1, sentence 1

Original Text: "las semillas crecen"

Updated Text: "las raíces crecen"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 226

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentences 3-6

Original Text: "Díselas a un compañero. Escucha las evidencias de los demás. Habla sobre cómo las evidencias justifican la afirmación. Explica tu razonamiento."

Updated Text: "Habla con un compañero sobre tu razonamiento."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 237

Location: Column 1, Conexión con la comunidad, sentence 1-3

Original Text: "Conservar el agua en casa: Haga que los estudiantes compartan con sus progenitores o tutores lo que han aprendido sobre el ahorro de agua al lavarse las manos, cepillarse los dientes y ducharse. A continuación, los estudiantes pueden discutir con los adultos otras formas de ahorrar agua en casa. Podrían empezar por plantearse tareas como lavar la ropa o los platos."

Updated Text: "Conservación del agua en el centro comunitario: Con toda la clase, escriban una carta o un correo electrónico a un centro comunitario local. Dirija un debate de toda la clase para que los estudiantes compartan lo que aprendieron sobre la conservación del agua y usen sus ideas para la carta. Pídales que hagan preguntas a quienes dirigen el centro comunitario sobre qué hacen para conservar el agua en el edificio".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 237

Location: Column 1, Práctica matemática, sentence 1

Original Text: "qué estudiante utilizó más agua para cepillarse los dientes."

Updated Text: "cuánta agua utilizó cada estudiante para cepillarse los dientes."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 237

Location: Column 2, Evaluación formativa: Prueba TEKS

Original Text: "Los seres vivos usan materiales de la Tierra"

Updated Text: "Conservar el agua"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 238

Location: Column 1, Provocar el razonamiento de los estudiantes, sentence 1-2

Original Text: "Provocar el razonamiento de los estudiantes pidiéndoles que expliquen por qué el agua es un recurso natural importante. Si los estudiantes tienen dificultades, preséntele situaciones en las que se utilice agua, como lavar la ropa o cocinar pasta, y pregúnteles qué harían si no tuvieran agua."

Updated Text: "Provocar el razonamiento de los estudiantes preguntándoles por qué el agua es un recurso natural tan importante y dirigiendo un debate con toda la clase acerca de cómo usan el agua todos los días y cómo ven que se utiliza el agua. Si los estudiantes tienen dificultades, preséntele situaciones en las que se utilice agua, como lavar la ropa o cocinar pasta."

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ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 241

Location: Column 2, Apoyo para las respuestas de los estudiantes, sentence 1

Original Text: "Apoyo para las respuestas de los estudiantes Describe las maneras de conservar el agua que se derrocha."

Updated Text: "Pida a los estudiantes que describan las maneras de conservar el agua que se derrocha."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 242

Location: Column 1, Apoyo para las respuestas de los estudiantes

Original Text: "Apoyo para las respuestas de los estudiantes Las personas y los animales necesitan agua para vivir. Tenemos que asegurarnos de que haya suficiente agua para todos. Por eso es importante conservar el agua. ¿Cómo puedes ayudar? Respuesta de ejemplo: Puedo ducharme en lugar de bañarme. Puedo asegurarme de darme duchas cortas programando un temporizador."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 242

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentence 1

Original Text: "Haz una afirmación sobre cómo pueden usar menos agua las personas."

Updated Text: "Haz una afirmación sobre cómo se puede conservar el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 243

Location: Column 1, Boleto de salida/Evaluación formativa, Comprobar la comprensión de los estudiantes, sentence 3

Original Text: "la mujer está intentando arreglar las tuberías"

Updated Text: "la mujer está arreglando las tuberías"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 245

Location: Column 2, Los estudiantes como científicos, sentence 1

Original Text: "los científicos a menudo tienen que poner a prueba varios diseños"

Updated Text: "los científicos a menudo tienen que poner a prueba y mejorar los diseños varias veces"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 2, Apoyo para las respuestas de los estudiantes, sentence 7

Original Text: "Puedo ayudar a limpiar una masa de agua o una playa."

Updated Text: "Recojo la basura que veo en la orilla del río."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 1, Indicadores de rendimiento, item 3

Original Text: "identificar y describir cómo usan los humanos las rocas y el suelo"

Updated Text: "diseñar una solución al problema de la basura en el agua"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento: sentences 1-5

Original Text: "Haz una afirmación sobre cómo y por qué puedes proteger el agua. ¿Cuáles son tus evidencias? Díselas a un compañero. Escucha las evidencias de los demás. Habla sobre cómo las evidencias justifican la afirmación."

Updated Text: "Haz una afirmación sobre cómo puedes proteger el agua. ¿Cuáles son tus evidencias? Habla con un compañero sobre el diseño de tu herramienta. Usa tu herramienta como evidencia para justificar tu afirmación."

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ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 247

Location: Column 1, Apoyo para las respuestas de los estudiantes

Original Text: "A. La gente bebe el agua; C. Los animales viven en el agua."

Updated Text: "A. Una niña bebe agua; C. Un animal bajo el agua."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 249

Location: Column 1, ¿Puedes explicarlo?, Provocar el razonamiento de los estudiantes, sentences 3-6

Original Text: "Los estudiantes deben haber mejorado la profundidad del conocimiento sobre la conservación del agua. ¿Qué significa conservar agua? ¿Por qué debemos conservar agua? ¿Por qué debemos trabajar para mantener limpia el agua?"

Updated Text: "Los estudiantes deben haber mejorado la profundidad del conocimiento sobre la conservación del agua. Si necesitan apoyo adicional, haga preguntas que provoquen el razonamiento de los estudiantes y los preparen para responder la Pregunta guía. ¿Qué significa conservar el agua? ¿Por qué debemos conservar el agua? ¿Por qué debemos trabajar para mantener limpia el agua?"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 249

Location: Column 1, Responde a la Pregunta guía, Respuesta de ejemplo

Original Text: "Respuesta de ejemplo: Es importante conservar el agua porque las personas, los animales y las plantas la necesitan para vivir. Debemos utilizar el agua con prudencia y no derrocharla. Debemos mantener el agua limpia para los animales que viven en ella y para las personas y animales que la beben."

Updated Text: "Respuesta de ejemplo: Los seres vivos necesitan agua todos los días. La necesitan para beber. Los animales que viven en el agua necesitan que esté limpia."

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ISBN: 9780358881292

Type: Editorial Change

Current Page Number(s): p. 251

Location: Paso 2, sentence 1

Original Text: "Riega la Semilla A con 1/2 pulgada de agua todos los días."

Updated Text: "Riega la Semilla A todos los días."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 256

Location: Column 1, Activar conocimientos previos, sentence 1

Original Text: "...hagan clic en los puntos interactivos para repasar qué necesitan las plantas y los animales..."

Updated Text: "...hagan clic en las imágenes para repasar qué necesitan las plantas y los animales..."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 266

Location: Column 2, Leer, escribir y compartir, paragraph 1

Original Text: N/A

Updated Text: "Respuesta de ejemplo: El problema es que por los incendios forestales y las sequías, los sapos han perdido sus hábitats. Una solución podría ser crear hábitats seguros para los sapos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 271

Location: Column 1, Día 2: Haz un terrario, Parte 1, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "Los estudiantes no deben cortar las botellas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 271

Location: Column 2, Día 5: Observa un acuario, Parte 2, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "Con los cuidados adecuados, los peces pueden vivir varios años en un acuario. Antes de comenzar esta actividad, por favor considere si podrá comprometerse a mantener el acuario. Como alternativa, muchos acuarios grandes transmiten videos en vivo de sus instalaciones en línea. Puede buscar uno en línea para que los estudiantes hagan sus observaciones. Si decide usar peces, espere 24 horas después de haber agregado agua al acuario antes de poner los peces".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 275

Location: Column 1, Apoyo para las respuestas de los estudiantes

Original Text: "Apoyo para las respuestas de los estudiantes PREGUNTA GUÍA: ¿De qué manera dependen los seres vivos de otros seres vivos y objetos inertes de su medio ambiente? Respuesta de ejemplo: Un árbol sirve de hogar a un pájaro. Los gusanos viven en la tierra."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 276

Location: Column 2, Consejos para la preparación, paragraph 1, sentence 3

Original Text: N/A

Updated Text: "Los estudiantes no deben cortar las botellas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358881292

Type: Editorial Change

Current Page Number(s): p. 280

Location: Boleto de salida, sentences 3-4

Original Text: "Las personas y los animales necesitan agua limpia para beber. Los animales que viven en el agua necesitan agua limpia."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 284

Location: Column 2, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "Con los cuidados adecuados, los peces pueden vivir varios años en un acuario. Antes de comenzar esta actividad, por favor considere si podrá comprometerse a mantener el acuario. Como alternativa, muchos acuarios grandes transmiten videos en vivo de sus instalaciones en línea. Puede buscar uno en línea para que los estudiantes hagan sus observaciones. Si decide usar peces, espere 24 horas después de haber agregado agua al acuario antes de poner los peces".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 293

Location: Column 1, Día 2: Haz un modelo de una cadenaalimentaria, Consejos para la preparación

Original Text: "El bibliotecario del colegio y otros docentes pueden ayudar a identificar y reunir libros de animales que sean útiles para que los estudiantes los utilicen en esta actividad."

Updated Text: "Reúna varios libros sobre cadenas alimentarias e interacciones entre animales que los estudiantes puedan consultar para esta actividad."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 314

Location: Column 1, Dar sentido

Original Text: "Los estudiantes comprenderán que los animales tienen partes del cuerpo diseñadas para ayudarles a moverse..."

Updated Text: "Los estudiantes comprenderán que los animales tienen partes del cuerpo que les ayudan a moverse…"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 315

Location: Column 1, Práctica matemática, sentence 2 MOVE TO Column 1, Práctica matemática, Apoyo para las respuestas de los estudiantes, sentence 2

Original Text: "Los estudiantes pueden contar los dientes de la boca de un compañero o buscar la información en Internet."

Updated Text: "Proporcione a los estudiantes recursos para la investigación, como libros o sitios web autorizados."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 320

Location: Column 1, Dar sentido

Original Text: "Los estudiantes comprenderán que cada animal tiene partes del cuerpo especialmente diseñadas para ayudarle a comer, encontrar comida, mantenerse a salvo y moverse en su entorno."

Updated Text: "Los estudiantes comprenderán que los animales tienen partes del cuerpo que les ayudan a comer, encontrar comida, mantenerse a salvo y moverse en su entorno."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo

Original Text: "Tanto el pájaro como el pato comienzan su ciclo de vida como huevos. Ambos animales nacen de un huevo y van creciendo hasta convertirse en adultos. Las plumas de un pato cambian de color a medida que envejece. Las plumas de un pájaro no cambian de color."

Updated Text: "Tanto mi modelo como el pato comienzan su ciclo de vida como huevos. El pato adulto tiene patas palmeadas. Mi modelo de un ave adulta tiene garras afiladas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, Comprobar la comprensión de los estudiantes

Original Text: "Comprobar la comprensión de los estudiantes haciendo que los estudiantes lean sobre el ciclo de vida de un pato. Pida a los estudiantes que digan si un pájaro y un pato pertenecen a la misma familia de animales y cómo lo saben. Anímelos a nombrar otras aves que nacen de huevos y se hacen más grandes a medida que crecen."

Updated Text: "Comprobar la comprensión de los estudiantes leyendo sobre el ciclo de vida de un pato. Anímelos a nombrar otras aves que nacen de huevos y se hacen más grandes a medida que crecen."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 362

Location: Column 1, Actividad clave de aprendizaje, Objetivo de aprendizaje

Original Text: "Los estudiantes comprenderán que las crías tienen las mismas partes del cuerpo y los mismos recubrimientos corporales que sus progenitores...."

Updated Text: "Los estudiantes comprenderán que la mayoría de las crías tienen las mismas partes del cuerpo y los mismos recubrimientos corporales que sus progenitores..."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 50

Location: Column 2, Consejos para la preparación, paragraph 3, after last sentence

Original Text: N/A

Updated Text: "Para limpiar el vaso de precipitados y quitar el lápiz de color derretido, congele el vaso de precipitados. Use un palito plano de madera para levantar y quitar la cera del vaso de precipitados. Para limpiarlo con más facilidad, engrase el vaso de precipitados antes de comenzar la actividad."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358881292

Type: Editorial Change

Current Page Number(s): p. 73

Location: Column 2, image 3

Original Text: Image with no ball

Updated Text: Image shows the ball.

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1***
ISBN: 9780358881292

Type: Editorial Change

Current Page Number(s): p. 73

Location: Column 1, image 2

Original Text: Image with no ball

Updated Text: Image shows the ball.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 83

Location: Column 1, Paso 2, paragraph 2, sentences 1-2

Original Text: "…para dibujar y rotular las partes de su casa. Los estudiantes pueden describir cómo se relaciona con su solución."

Updated Text: "para mostrar y describir cómo su modelo cambiará la temperatura dentro de la caja. Los estudiantes también pueden usarlo para compartir su solución."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1***
ISBN: 9780358841722

Type: Editorial Change

Current Page Number(s): p. 91

Location: Column 2, Boleto de salida/Evaluación formativa, sentence 2

Original Text: "Recuérdeles que el calor no solo sirve para calentar nuestras casas y nuestros cuerpos."

Updated Text: "Recuérdeles que el calor no solo sirve para calentar nuestras casas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1***
ISBN: 9780358881643

Type: Editorial Change

Current Page Number(s): TEKS 1.1-1.5 Banco de destrezas y temas, p. 22

Location: Item 42

Original Text: "Cammi quiere anotar cómo ensambló sus bloques de construcción para armar una casa en la escuela. Hizo un dibujo en su diario de ciencias en la escuela. ¿Cuál de estas opciones es otra manera en la que puede explicar cómo construyó la casa? A. Puede construir un carro con los bloques en casa B. Puede escribir los pasos en su diario en casa C. Puede mostrar a sus tres amigos cómo construir cosas con los bloques en la escuela"

Updated Text: "Cammi y Elliot compiten con otros grupos de su clase para ver quiénes pueden construir la torre más alta con bloques de construcción. Cammi piensa que sabe cómo hacer una torre alta sin que se caigan los bloques, pero no quiere que los demás escuchen su plan. ¿Cuál es el MEJOR lugar para que Cammi le cuente su plan a Elliot? A. en el patio de juegos mientras juega un juego con amigos B. en un lugar silencioso del salón de clases sin nadie alrededor C. en la cafetería mientras almuerza con Elliot y sus otros amigos"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1***
ISBN: 9780358881551

Type: Editorial Change

Current Page Number(s): TEKS Lesson 1.11.A, Día 4, Screen 3

Location: Paso 2, sentence 1

Original Text: "Riega la Semilla A con 1/2 pulgada de agua todos los días."

Updated Text: "Riega la Semilla A todos los días."

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 2

Program: HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 2: TEKS

Editorial Changes

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): Día 2, Screen 3

Location: Paso 2 and Paso 3

Original Text: "Paso 2" "Usa los vasos para poner a prueba el movimiento del polvo. Introduce un hisopo en uno de los vasos con polvo y muévelo en círculos. Luego usa la lupa para observar el extremo del hisopo." "Paso 3" "Coloca el mismo extremo en el otro vaso con polvo. Muévelo en círculos."

Updated Text: "Paso 2" "Usa los vasos para poner a prueba el movimiento del polvo. Introduce un copo de algodón en uno de los vasos con polvo y empújalo hacia abajo. Luego usa la lupa para observar el copo de algodón. "Paso 3" "Introduce el lado con polvo del copo de algodón en el otro vaso con polvo. Empuja el copo de algodón hacia abajo."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***
ISBN: 9780358881650

Type: Editorial Change

Current Page Number(s): Guía de evaluación, Clave de respuestas, TEKS 2.12 tab

Location: Prueba: Seres vivos y medios ambientes (TEKS 2.12), N.º de ejercicio 1, Clave de opción múltiple

Original Text: N/A

Updated Text: "C"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p. 132

Location: top image

Original Text: image of water with ripples

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

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p. 145

Location: top image

Original Text: image of water with ripples

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

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p. 226

Location: Paso 3

Original Text: "Paso 3"

Updated Text: “Organiza los datos con palabras. Usa una table para compararlos.”

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p. 44

Location: Paragraph 2, Sentence 1

Original Text: "Aprendiste cómo cambian el aceite y los crayones congelados cuando se derriten."

Updated Text: "Aprendiste cómo cambian los crayones cuando se derriten."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p. 9

Location: Column 2, paragraphs 2–3

Original Text: "Sugiera a los estudiantes que conversen sobre por qué creen que ninguno de los materiales de la actividad fue clasificado como que toda la luz pasa a través de ellos. Los estudiantes podrán notar que ningún material permite que pase toda la luz a través de ellos. Algunos materiales permiten que la luz pase a través de ellos, como las ventanas de nuestra aula, pero no tuvimos ejemplos de esos materiales para probarlos en la actividad."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.100

Location: Column 2, Dar sentido

Original Text: "Los estudiantes podrán demostrar cómo empujar y tirar puede cambiar el movimiento de un objeto e identificar si un objeto es magnético o no."

Updated Text: "Los estudiantes comprenderán que el movimiento de un objeto puede controlarse según la intensidad de la fuerza que actúa sobre el objeto."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.101

Location: Column 2, Práctica matemática, after last sentence

Original Text: N/A

Updated Text: "empuje fuerte > empuje débil"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.12

Location: Column 2, Consejos para la preparación, before first sentence

Original Text: N/A

Updated Text: "Prepare distintos tipos de pelotas y canicas para cada pareja o grupo." In the existing first sentence, remove "u objetos como cucharas de metal".

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ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.13

Location: Table at top of page, row 4

Original Text: "Pelota 4" Last row in table

Updated Text: N/A Delete entire last row

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.145

Location: Column 1, Apoyo para las respuestas de los estudiantes, Pregunta guía

Original Text: "Apoyo para las respuestas de los estudiantes, Pregunta guía: ¿Cómo utilizamos el sonido para comunicarnos? Respuesta de ejemplo: Utilizamos nuestras voces para hablar unos con otros. Utilizamos el sonido para demostrar nuestros sentimientos cuando nos reímos o lloramos. Utilizamos el sonido para enviar señales. Utilizamos el sonido cuando hablamos por teléfono."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.17

Location: Column 2, Paso 2, before first sentence

Original Text: N/A

Updated Text: "Aliente a los estudiantes a echar una pequeña cantidad de agua de la jarra en un vaso. Ayúdelos con este paso según sea necesario."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.171

Location: Column 1, Paso 4, sentence 2

Original Text: "Haga que los estudiantes observen la Luna y la Tierra en la oscuridad y dibujen sus observaciones."

Updated Text: "Haga que los estudiantes observen la Luna y la Tierra y dibujen sus observaciones."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.18

Location: Paso 2, new first bullet

Original Text: N/A

Updated Text: "Echa una pequeña cantidad de agua de la jarra en un vaso."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.18

Location: Paso 2, existing first bullet

Original Text: "Echa el agua de un vaso en la taza medidora. Observa."

Updated Text: "Echa el agua del vaso en la taza medidora. Observa."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.187

Location: Column 1, Pasos 1-2, first sentence

Original Text: "Recuérdeles a los estudiantes que eviten mirar directamente al Sol cuando utilicen solo sus ojos para observar los objetos del cielo del paso 1."

Updated Text: "Recuérdeles a los estudiantes que eviten mirar directamente al Sol."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.187

Location: Column 1, Pasos 1-2, after first sentence

Original Text: N/A

Updated Text: "Aliéntelos a registrar sus observaciones en el Paso 1 antes de usar una herramienta, como los binoculares".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.195

Location: Column 1, Día 2: Haz un modelo de arroyo, Parte 1, Consejos para la preparación, after first paragraph

Original Text: N/A

Updated Text: "Como alternativa, puede utilizar un molde de plástico con un agujero en un extremo para hacer el simulador de arroyo. Pase un extremo de un trozo de tubo a través del agujero del molde y selle con arcilla. Coloque el otro extremo del tubo en un tazón para recoger el agua que sale."

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.197

Location: Column 1, Leer, escribir y compartir, Día 2, sentence 2

Original Text: "Discuten por qué las medidas no son exactamente iguales y cómo pueden solucionar el problema de tener diferentes medidas."

Updated Text: "Discuten por qué las medidas no son exactamente iguales y explican por qué tienen diferentes medidas."

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.200

Location: Column 2, Consejos para la preparación, after first paragraph

Original Text: N/A

Updated Text: "Como alternativa, puede utilizar un molde de plástico con un agujero en un extremo para hacer el simulador de arroyo. Pase un extremo de un trozo de tubo a través del agujero del molde y selle con arcilla. Coloque el otro extremo del tubo en un tazón para recoger el agua que sale."

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.201

Location: Column 2, Leer, escribir y compartir, sentence 2

Original Text: "Discuten por qué las medidas no son exactamente iguales y cómo pueden solucionar el problema de tener diferentes medidas."

Updated Text: "Discuten por qué las medidas no son exactamente iguales y explican por qué tienen diferentes medidas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.201

Location: Column 1, Paso 4, sentence 1

Original Text: "Los estudiantes crean un cuadro sencillo, ya que estarán tomando y registrando medidas varias veces a lo largo de la actividad en varias ubicaciones."

Updated Text: "Explique a los estudiantes que estarán tomando y registrando medidas varias veces a lo largo de la actividad en las mismas tres ubicaciones."

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.203

Location: Column 1, Pasos 3-4

Original Text: "Pídales que no soplen demasiado fuerte, ya que la arena o el suelo puede salirse de los recipientes. Puede que quiera que los estudiantes registren cómo cambiaron el suelo, la arena y la grava, y qué causó que cambiaran. Los estudiantes pueden usar el organizador de temas de ciencia Causa y efecto, para identificar la causa y los efectos."

Updated Text: "Pídales que no soplen demasiado fuerte, ya que la arena o el suelo puede salirse de los recipientes. Haga que los estudiantes registren sus mediciones. Puede que quiera que los estudiantes usen el organizador de temas de ciencia Causa y efecto para registrar cómo cambiaron el suelo, la arena y la grava."

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.203

Location: Column 1, Pasos 1-2

Original Text: "Los estudiantes agregan un nuevo conjunto de medidas a sus cuadros. Si los estudiantes están dibujando imágenes para registrar sus observaciones, pueden agregar etiquetas para que sepan qué paso en la actividad representa cada imagen."

Updated Text: "Haga que los estudiantes se pongan las gafas de seguridad. Deben utilizar la pajilla para soplar suavemente sobre cada punto. Recuérdeles que deben realizar las mediciones en los mismos puntos que en el Día 1. Haga que agreguen las nuevas mediciones a sus tablas."

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.205

Location: Column 1, Pasos 3-4, before sentence 1

Original Text: N/A

Updated Text: "Recuérdeles a los estudiantes que realicen las mediciones en los mismos puntos que en el Día 3."

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ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.246

Location: Leer, escribir y compartir, sentence 2

Original Text: "Comenta por qué las medidas no son exactamente iguales y cómo podrías resolver el problema de tener medidas diferentes."

Updated Text: "Comenta por qué las medidas no son exactamente iguales."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.249

Location: Paso 1, first sentence

Original Text: "Busca los puntos que mediste en el Día 2."

Updated Text: "Ponte los lentes de seguridad y busca los puntos que mediste en el Día 2."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.25

Location: Planificación de las actividades prácticas, Column 1, Día 3, Consejos para la preparación, first paragraph

Original Text: "Coloque los materiales en vasos de precipitados de 50, 100 o 250 mililitros con anticipación. Congele 5 o 10 mililitros de aceite vegetal en vasos de precipitados de plástico o utilice cubos de hielo como reemplazo, teniendo en cuenta que toma más tiempo que se derrita el hielo que el aceite congelado."

Updated Text: N/A

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.260

Location: Objetivo de la lección, middle of page

Original Text: "Los estudiantes podrán diseñar un área de reciclaje y reutilización."

Updated Text: "Los estudiantes podrán describir cómo se puede limitar el impacto del ser humano mediante la toma de decisiones para reducir, reutilizar, reciclar o desechar apropiadamente diferentes materiales."

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.261

Location: Column 1, Día 2: Diseña un área para reciclar y reusar basura, Parte 1, Consejos para la preparación

Original Text: "Prepare una selección de materiales para manualidades para niños, tales como placas de espuma, hilo, tela, madera, cartón, cordones y palitos de manualidades. Los niños también pueden elegir lo que encuentren útil en el salón de clases."

Updated Text: "En vez de observar el bote de la basura del comedor, puede ser útil “preparar” un bote de basura del salón de clases con materiales que encontrarían en el bote de la basura del comedor. Con guantes puestos, puede demostrar cómo clasificar los objetos en tres grupos: reciclar, reutilizar, tirar. Además, prepare una selección de materiales para manualidades para que los estudiantes utilicen en su solución."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.266

Location: Column 2, Seguridad

Original Text: "Revise la manipulación adecuada de las tijeras con los estudiantes.. Indique a los estudiantes que discutan otras prácticas de seguridad que seguirán mientras usan los materiales de clase."

Updated Text: "Pida a los estudiantes que usen guantes al clasificar la basura."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.266

Location: Column 1, Objetivo de aprendizaje

Original Text: "Los niños podrán diseñar, modelar y construir una solución al problema del área de reciclaje y reutilización para la basura del comedor."

Updated Text: "Los estudiantes podrán diseñar, modelar y construir una solución al problema de reducir la basura del comedor."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.266

Location: Column 2, Consejos para la preparación

Original Text: "Prepare una selección de materiales para manualidades para que los niños elijan, tales como placas de espuma, hilo, tela, madera, cartón, cordones y palitos planos. Los niños también pueden elegir lo que encuentren útil en el salón de clases. Pida a los estudiantes que usen guantes al clasificar la basura."

Updated Text: "En vez de observar el bote de la basura del comedor, puede ser útil “preparar” un bote de basura del salón de clases con materiales que encontrarían en el bote de la basura del comedor. Con guantes puestos, puede demostrar cómo clasificar los objetos en tres grupos: reciclar, reutilizar, tirar. Además, prepare una selección de materiales para manualidades para que los estudiantes utilicen en su solución."

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ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.267

Location: Column 2, Aporte comentarios, sentence 1

Original Text: "Aporte comentarios haciendo que los estudiantes discutan lo que aprendieron mientras planeaban y construían su área de reciclaje y reutilización."

Updated Text: "Aporte comentarios haciendo que los estudiantes discutan lo que aprendieron mientras planeaban y construían su solución."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.267

Location: Column 1, Paso 1

Original Text: "Puede que los estudiantes quieran hacer una lista de tipos de basura encontrada con frecuencia en el comedor y luego clasificarlas en tres grupos: reciclar, reutilizar, tirar. De ser posible, muestre ejemplos limpios para que los estudiantes usen."

Updated Text: "Haga que los estudiantes observen la basura del comedor después del almuerzo. Mientras los estudiantes comentan sus observaciones, puede ser útil hacer una lista de los objetos que vean y clasificarlos en tres grupos: reciclar, reutilizar, tirar. De ser posible, muestre ejemplos limpios para que los estudiantes observen."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.268

Location: Column 2, Objetivo de aprendizaje

Original Text: "Los niños podrán probar, mejorar y rediseñar una solución al problema del área de reciclaje y reutilización para la basura del comedor."

Updated Text: "Los estudiantes podrán probar, mejorar y rediseñar una solución al problema de que hay demasiada basura en el comedor."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.276

Location: Objetivo de la lección

Original Text: "Los estudiantes podrán modelar precipitaciones en medio ambiente de desierto y bosque lluvioso, y usar los modelos para describir cómo la cantidad de precipitaciones sustenta a las plantas y animales que viven en un medio ambiente."

Updated Text: "Los estudiantes podrán describir cómo las características físicas del medio ambiente, incluida la cantidad de precipitación, sustentan a plantas y animales dentro de un ecosistema."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.277

Location: Objetivo de aprendizaje

Original Text: "Los estudiantes podrán describir cómo las características físicas del medio ambiente, incluida la cantidad de precipitación, sustentan a plantas y animales dentro de un ecosistema."

Updated Text: "Los estudiantes podrán modelar precipitaciones en medio ambiente de desierto y bosque lluvioso, y usar los modelos para describir cómo la cantidad de precipitaciones sustenta a las plantas y animales que viven en un medio ambiente."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.279

Location: Leer, escribir y compartir, first sentence

Original Text: "Los estudiantes leen más acerca de cómo predecir el estado del tiempo y escriben cómo mejores predicciones del estado del tiempo pueden ayudar a las personas."

Updated Text: "Busque libros o apruebe recursos en línea para que los estudiantes lean más acerca de cómo predecir el estado del tiempo y escriban cómo mejores predicciones del estado del tiempo pueden ayudar a las personas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.282

Location: Column 1, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán describir cómo las características físicas del medio ambiente, incluida la cantidad de precipitación, sustentan a plantas y animales dentro de un ecosistema."

Updated Text: "Los estudiantes podrán modelar precipitaciones en medio ambiente de desierto y bosque lluvioso, y usar los modelos para describir cómo la cantidad de precipitaciones sustenta a las plantas y animales que viven en un medio ambiente."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.283

Location: Pasos 3-4

Original Text: "Pida a los estudiantes que discuten por qué están agregando agua al segundo recipiente. Pida a los estudiantes que describan cómo una selva tropical es diferente de un desierto."

Updated Text: "Pida a los estudiantes que discutan por qué están agregando agua al segundo recipiente. Pídales que describan cómo una selva tropical es diferente de un desierto. Recuérdeles que deben alternar los colores de las esponjas cuando las colocan en el tazón una a la vez.”

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.286

Location: Leer, escribir y compartir, first sentence

Original Text: "Los estudiantes leen más acerca de cómo predecir el estado del tiempo y escriben cómo mejores predicciones del estado del tiempo pueden ayudar a las personas."

Updated Text: "Busque libros o apruebe recursos en línea para que los estudiantes lean más acerca de cómo predecir el estado del tiempo y escriban cómo mejores predicciones del estado del tiempo pueden ayudar a las personas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.290

Location: Objetivo de la lección

Original Text: "Los estudiantes podrán hacer un modelo de una cadena alimentaria y describir el camino que recorre la energía en la cadena alimentaria."

Updated Text: "Los estudiantes podrán crear y describir cadenas alimentarias para describir cómo los animales dependen de otros seres vivos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.291

Location: Column 1, Consejos para la preparación

Original Text: "Además de los materiales de la lista, también les puede dar a los estudiantes cartón o cartulina y cinta adhesiva o pegamento para que armen su cadena alimentaria en un póster."

Updated Text: "Apruebe recursos en línea que los estudiantes puedan utilizar para investigar las cadenas alimentarias. Como alternativa, si los estudiantes utilizan libros y revistas, prepare los recursos con antelación. Puede que quiera darles a los estudiantes cartulina y cinta adhesiva o pegamento para que presenten sus cadenas alimentarias."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.296

Location: Column 2, Consejos para la preparación

Original Text: "También les puede dar a los estudiantes cartón o cartulina y cinta adhesiva o pegamento para que armen su cadena alimentaria en un póster."

Updated Text: "Apruebe recursos en línea que los estudiantes puedan utilizar para investigar las cadenas alimentarias. Como alternativa, si los estudiantes utilizan libros y revistas, prepare los recursos con antelación. Puede que quiera darles a los estudiantes cartulina y cinta adhesiva o pegamento para que presenten sus cadenas alimentarias."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.297

Location: Column 1, Estimular el pensamiento de los estudiantes, paragraph 2

Original Text: "Los estudiantes completan el Organizador de temas científicos Estructura y función para los roles y dependencias de los productores y consumidores en una cadena alimentaria."

Updated Text: "Puede que quiera que los estudiantes completen el Organizador de temas científicos Estructura y función para que comprendan mejor los roles y dependencias de los productores y consumidores en una cadena alimentaria."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.3

Location: Column 1, Día 3: Compara la temperatura, el tamaño y la cantidad, Consejos para la preparación, before first sentence

Original Text: N/A

Updated Text: "Prepare distintos tipos de pelotas y canicas para cada pareja o grupo." In the existing first sentence, remove "u objetos como cucharas de metal".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.304

Location: Objetivo de la lección

Original Text: "Los estudiantes podrán modelar cómo las plantas dependen de los animales para la polinización y dependen de seres vivos, el viento o el agua para mover sus semillas."

Updated Text: "Los estudiantes podrán explicar y modelar cómo las plantas dependen de los animales, el viento y el agua para la polinización o para mover sus semillas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.305

Location: Column 2, Día 3: Haz un modelo de las semillas en movimiento, Consejos para la preparación

Original Text: "La actividad involucra mover un modelo de una semilla, por lo que los materiales del salón de clases que modelan el viento (incluido hacer un paracaídas), el agua y las maneras de adjuntarlo serán útiles. Estos materiales pueden incluir agua, recipientes, sartenes, plumas, cuerda, telas, pedazos de madera o cartón y pajllas."

Updated Text: "Los estudiantes deben recordar las maneras en las que algunas plantas dependen de los animales, el viento y el agua para mover el polen. En la investigación de hoy, los estudiantes harán un plan para mostrar cómo podría moverse un modelo de una semilla. Puede proporcionarles agua, así como materiales que puedan representar el viento o animales, como cierres de gancho y bucle, cinta adhesiva, globos, pajillas, tazones, telas y otros materiales de manualidades."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.306

Location: Content Objective, middle of page

Original Text: "Model how plants depend on animals for pollination and depend on living things, wind, or water to move their seeds. TEKS 2.12.C"

Updated Text: "Explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around. 2.12.C"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.31

Location: Column 1, Pasos 2-3

Original Text: "Algunos estudiantes podrán necesitar ayuda con las instrucciones para plegar y cortar. Modele el proceso. Para plegar el triángulo en tercios, sostenga el papel de forma que se parezca a una pirámide. Pliegue los vértices inferior izquierdo e inferior derecho formando una punta de flecha. Corte las puntas inferiores formando un nuevo triángulo."

Updated Text: "Algunos estudiantes podrán necesitar ayuda con las instrucciones para plegar y cortar. Modele el proceso. Comience con una hoja cuadrada de papel. Pliegue el vértice superior izquierdo sobre el vértice inferior derecho para formar un triángulo. Luego, pliegue el vértice superior del triángulo sobre el vértice inferior izquierdo para formar un triángulo más pequeño."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.310

Location: Column 2, Dar sentido

Original Text: "Los estudiantes entenderás que algunas plantas dependen de otros seres vivos, el viento o el agua para la polinización, y para mover sus semillas."

Updated Text: "Los estudiantes comprenderán que los animales pueden mover el polen y las semillas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.311

Location: Column 2, Estimule el pensamiento de los estudiantes

Original Text: "Estimule el pensamiento de los estudiantes acerca de prácticas de seguridad a seguir durante las investigaciones científicas. Pida a los estudiantes que debatan acerca de las prácticas de seguridad que es importante que sigan mientras investigan el movimiento del polen"

Updated Text: "Estimule el pensamiento de los estudiantes preguntándoles en qué se parece la pelota de algodón de su modelo a la abeja que vieron al comienzo de la actividad."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.311

Location: Column 1, Pasos 2-4

Original Text: "Los estudiantes pueden registrar sus observaciones como notas y/o dibujos en una hoja de actividad o en una hoja de papel aparte."

Updated Text: "Si los estudiantes no observan el movimiento del “polen" al principio, pídales que repitan el Paso 3. Mientras los estudiantes registran y discuten sus observaciones, aliéntelos a identificar de qué manera las partes de su modelo representan el proceso de cómo los animales mueven el polen."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.314

Location: Column 2, Consejos para la preparación

Original Text: "La actividad involucra mover un modelo de una semilla, por lo que los materiales del salón de clases que modelan el viento (incluido hacer un paracaídas), el agua y las maneras de adjuntarlo serán útiles. Estos materiales pueden incluir agua, recipientes, sartenes, plumas, cuerda, telas, pedazos de madera o cartón y pajllas."

Updated Text: "Los estudiantes deben recordar las maneras en las que algunas plantas dependen de los animales, el viento y el agua para mover el polen. En la investigación de hoy, los estudiantes harán un plan para mostrar cómo podría moverse un modelo de una semilla. Puede proporcionarles agua, así como materiales que puedan representar el viento o animales, como cierres de gancho y bucle, cinta adhesiva, globos, pajillas, tazones, telas y otros materiales de manualidades."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.315

Location: Column 1, Pasos 2-3

Original Text: "Los estudiantes registran todos los pasos o ideas que tengan para sus planes de investigación y observación que quieran registrar en una hoja de papel aparte o en su cuaderno."

Updated Text: "Para ayudar a los estudiantes a planificar su investigación, aliéntelos a recordar cómo los animales, el viento y el agua movieron el polen en la exploración del Día 2. Pídales que registren su plan antes de comenzar."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.315

Location: Column 1, Pasos 2-3, after last sentence

Original Text: N/A

Updated Text: "A medida que los estudiantes cambian su investigación, deben hacer que la semilla se mueva de una manera diferente."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.322

Location: Objetivo de la lección

Original Text: "Los estudiantes podrán hacer un modelo de tallos de plantas y comparar cómo las partes de las plantas ayudan a diferentes plantas a satisfacer sus necesidades básicas para sobrevivir."

Updated Text: "Los estudiantes podrán identificar las partes de las plantas y comparar cómo esas partes ayudan a las plantas a satisfacer sus necesidades.”

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.323

Location: Columns 1-2, Consejos para la preparación, paragraph 2, after last sentence

Original Text: N/A

Updated Text: "Si elige que la clase observe un clavel, cada pareja de estudiantes solo necesitará un vaso con agua y colorante para alimentos para hacer el modelo del tallo."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.328

Location: Column 2,Consejos para la preparación, after last sentence

Original Text: N/A

Updated Text: "Se obtendrán mejores resultados si se deja la flor durante toda la noche. Si elige que la clase observe un clavel, cada pareja de estudiantes solo necesitará un vaso con agua y colorante para alimentos para hacer el modelo del tallo."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.329

Location: Pasos 2-4, first paragraph, after sentence 2

Original Text: N/A

Updated Text: "Haga que los estudiantes plieguen muchas veces la tira de papel absorbente antes de empujarla a través de la pajilla con la brocheta."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.33

Location: Paso 3, bottom of page

Original Text: "Dobla el papel en tercios. Luego, corta las puntas inferiores para formar un triángulo."

Updated Text: "Vuelve a doblar la hoja por la mitad para formar un triángulo más pequeño."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.33

Location: Paso 2, second sentence

Original Text: "Luego, vuelve a doblarla por la mitad para formar un triángulo más pequeño."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.34

Location: Column 2, Seguridad

Original Text: "Como medida de seguridad, solo el maestro u otro adulto deben utilizar la placa caliente. Todos los estudiantes y adultos deben usar gafas al utilizar una placa caliente y todos los adultos que utilicen la placa caliente deberán usar guantes resistentes al calor. Haga que los estudiantes identifiquen otras prácticas de seguridad para seguir durante esta investigación."

Updated Text: "Como medida de seguridad, solo el maestro debe utilizar la placa caliente. Use gafas y guantes resistentes al calor para aplicar las prácticas de seguridad. Todos los estudiantes deben usar gafas y guantes resistentes al calor al observar el vaso de precipitados sobre la placa caliente."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.34

Location: Column 2, Hacer un modelo y explicar las prácticas, after last sentence

Original Text: N/A

Updated Text: "Repase la palabra de vocabulario “congelarse” para enfocarse en el cambio de líquido a sólido. Los estudiantes pueden pensar incorrectamente que algo puede congelarse solo cuando las temperaturas son frías."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.35

Location: Column 2, Paso 5

Original Text: "Advierta a los estudiantes que los vasos de precipitados estarán calientes al retirarlos de la placa caliente."

Updated Text: "Advierta a los estudiantes que deben mantenerse a una distancia segura del vaso de precipitados y de la placa caliente. Haga que los estudiantes usen gafas y guantes resistentes al calor mientras miden el vaso de precipitados con crayones y registran las medidas. Si tienen dificultades con la medición, aliéntelos a observar las líneas de medidas del vaso de precipitados."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.35

Location: Column 2, Pasos 6-8 (to be renumbered Paso 5 and Paso 6)

Original Text: "Los estudiantes pueden utilizar una nueva hoja de papel para registrar las observaciones que realicen después de congelar los vasos de precipitados."

Updated Text: "Advierta a los estudiantes que el vaso de precipitados estará caliente aun después de retirarlo de la placa caliente. Haga que los estudiantes dibujen sus observaciones mientras los crayones se congelan." "Apoyo para las respuestas de los estudiantes, ¿Cómo cambian las propiedades de los crayones? Respuesta de ejemplo: Los crayones pasan de estado líquido a sólido." "Cuando los crayones se hayan congelado, haga que los estudiantes midan el vaso de precipitados con crayones y registren las medidas. Haga que comparen sus mediciones con las del Paso 4." "Apoyo para las respuestas de los estudiantes, Mide los crayones congelados y registra las medidas. Compáralas con tus mediciones del Paso 4. ¿Qué observas? Respuesta de ejemplo: Observo que la primera medida y la de los crayones congelados son similares."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.35

Location: Column 1, Paso 4

Original Text: "Use guantes resistentes al calor y gafas de seguridad para colocar los vasos de precipitados sobre la placa caliente. Haga que los estudiantes usen gafas para observar los crayones (los crayones pueden salpicar mientras se derriten). Varios grupos pueden tener vasos de precipitados sobre la placa caliente a la vez, para mantener la actividad en movimiento."

Updated Text: "Use guantes resistentes al calor y gafas de seguridad para colocar el vaso de precipitados con crayones sobre la placa caliente. Haga que los estudiantes usen gafas para observar los crayones (los crayones pueden salpicar mientras se derriten). Haga que los estudiantes registren sus observaciones."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.353

Location: Paso 3

Original Text: "Vierte 3 cm de agua en el segundo tazón. Rotula el tazón como selva tropical. Repite el Paso 2."

Updated Text: "Rotula el segundo tazón como selva tropical. Vierte 10 cm de agua en el segundo tazón. Repite el Paso 2."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.353

Location: Paso 1

Original Text: "Usa el pluviómetro para medir el agua. Vierte 1 cm de agua en el primer tazón. Rotula el tazón como desierto."

Updated Text: "Rotula el primer tazón como desierto. Usa el pluviómetro para medir el agua. Vierte 3 cm de agua en el tazón."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.361

Location: Column 1, Pasos 1-2, second paragraph, last sentence

Original Text: "También puede poner un cubo de esponja mojada para que las hormigas tengan agua."

Updated Text: "También puede poner un cubo de esponja mojada dentro de la granja para que las hormigas tengan agua."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.371

Location: Paso 4, sentence 2

Original Text: "Escucha a tus compañeros mientras describen sus cadenas alimentarias. Hazles buenas preguntas."

Updated Text: "Escucha a tus compañeros mientras describen sus cadenas alimentarias. Hazles preguntas sobre los productores y consumidores de sus cadenas alimentarias."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.376

Location: Column 2, Actividad clave de aprendizaje, Hacer un modelo y explicar, after first sentence

Original Text: N/A

Updated Text: "Comente en qué se diferencian el ciclo de vida de un ser humano y el de una mariposa."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.377

Location: Column 2, second instance of Apoyo para las respuestas de los estudiantes

Original Text: "Piensa en lo que hiciste cuando investigaste el ciclo de vida de una mariposa. ¿Qué práctica de seguridad de interior es importante para esta actividad? D. No correr." "¿Por qué es importante seguir todas las prácticas de seguridad de interior en la clase? Respuesta de ejemplo: Seguir las prácticas de seguridad ayuda a que mis compañeros y yo estemos a salvo."

Updated Text: "Piensa en lo que hiciste cuando investigaste el ciclo de vida de una mariposa. ¿Por qué es importante seguir todas las prácticas de seguridad de interior en la clase? Respuesta de ejemplo: Seguir las prácticas de seguridad ayuda a que mis compañeros y yo estemos a salvo."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.380

Location: Column 2, Actividad clave de aprendizaje, Hacer un modelo y explicar

Original Text: "Hacer un modelo y explicar haciendo que los estudiantes revisen y discutan el ciclo de vida de una mariposa."

Updated Text: "Hacer un modelo y explicar haciendo que los estudiantes revisen y discutan el ciclo de vida de una mariposa y en qué se parece al ciclo de vida de una rana."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.385

Location: Paso 2 and Paso 3

Original Text: "Paso 2" "Usa los vasos para poner a prueba el movimiento del polvo. Introduce un hisopo en uno de los vasos con polvo y muévelo en círculos. Luego usa la lupa para observar el extremo del hisopo." "Paso 3" "Coloca el mismo extremo en el otro vaso con polvo. Muévelo en círculos."

Updated Text: "Paso 2" "Usa los vasos para poner a prueba el movimiento del polvo. Introduce un copo de algodón en uno de los vasos con polvo y empújalo hacia abajo. Luego usa la lupa para observar el copo de algodón. "Paso 3" "Introduce el lado con polvo del copo de algodón en el otro vaso con polvo. Empuja el copo de algodón hacia abajo."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.39

Location: Paso 3, MOVE TO p.40 and delete current Paso 4

Original Text: "Mide el aceite. ¿Cómo cambian sus propiedades? Explícalo."

Updated Text: "Pide a tu maestro que se ponga guantes resistentes al calor. Observa cómo tu maestro coloca el vaso de precipitados de vidrio con los crayones sobre la hornilla. Dibuja lo que observas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.39

Location: Column 1, Paso 2

Original Text: "En este paso los estudiantes deberán resolver una forma de cronometrar un minuto para lijar."

Updated Text: "Para ayudar a los estudiantes mientras lijan la madera, observe un reloj o use un cronómetro para calcular un minuto."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.39

Location: Paso 2

Original Text: "Observa el aceite congelado durante unos 10 minutos. Dibuja lo que observas."

Updated Text: "Observa los crayones en el vaso de precipitados. Dibuja lo que observas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.393

Location: Paso 4

Original Text: "Muestra tu nuevo modelo a tus compañeros. Demuestra cómo el viento, el agua u otros seres vivos mueven la semilla."

Updated Text: "Muestra a tus compañeros la nueva manera en la que se mueve tu modelo de semilla. Demuestra cómo el viento, el agua u otros seres vivos mueven la semilla."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.40

Location: Paso 5 (to be renumbered Paso 4), MOVE TO p.41

Original Text: "Mide los crayones. ¿Cómo cambian sus propiedades? Explícalo."

Updated Text: "Ponte los lentes de seguridad y los guantes resistentes al calor. Mide el vaso de precipitados con crayones y anota las medidas. ¿Cómo cambiaron las propiedades de los crayones? Explícalo."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.41

Location: Paso 8, bottom of page

Original Text: "Mide los materiales. Compáralos con tus primeras mediciones. ¿Qué observas?"

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.41

Location: Paso 7 (to be renumbered Paso 5), MOVE TO p.41

Original Text: "Ponte los lentes de seguridad. Observa y compara los materiales en los vasos de precipitados. Dibuja lo que observas. ¿Cómo cambiaron las propiedades de los materiales al congelarse?"

Updated Text: "Observa cómo tu maestro retira de la hornilla el vaso de precipitados de vidrio con los crayones. Espera hasta que los crayones se congelen. ¿Cómo cambiaron las propiedades de los crayones? Dibuja lo que observas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.41

Location: Paso 8 (to be renumbered Paso 6), MOVE TO p.41

Original Text: "Mide los materiales. Compáralos con tus primeras mediciones. ¿Qué observas?"

Updated Text: "Mide los crayones congelados y anota las medidas. Compáralas con tus mediciones del Paso 4. ¿Qué observas?"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.424

Location: Leer, escribir y compartir, under picture

Original Text: "Rosa Ortiz estudia la semilla de luna/botánica, que es una familia de plantas."

Updated Text: "Rosa Ortiz estudia la semilla de luna/geología, que es una familia de plantas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.475

Location: Middle of page, student question, student multiple choice responses

Original Text: "¿Qué práctica de seguridad dentro del salón de clases es importante para esta actividad?" "A. Ten cuidado con los objetos afilados, como las tijeras." "B. No toques las plantas silvestres." "C. Limpia los derrames." "D. No corras."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2***
ISBN: 9780358881308

Type: Editorial Change

Current Page Number(s): p.475

Location: Middle of page, student question, student multiple choice responses

Original Text: "¿Qué práctica de seguridad dentro del salón de clases es importante para esta actividad?" "A. Ten cuidado con los objetos afilados, como las tijeras." "B. No toques las plantas silvestres." "C. Limpia los derrames." "D. No corras."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.53

Location: Step 2, first sentence

Original Text: "Los estudiantes pueden utilizar el Sistema y el Organizador de temas de la ciencia para modelos de sistemas que podrán ayudarlos a comprender durante la realización de esta tarea."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.63

Location: Column 2, Vocabulario/Aplica, second sentence

Original Text: "Cuando hablan sobre sistemas, pueden incluir cómo pueden utilizar modelos para demostrar cómo funciona un sistema."

Updated Text: "Cuando hablan sobre sistemas, pueden comentar cómo se utilizan los modelos para representar sistemas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2***
ISBN: 9780358841739

Type: Editorial Change

Current Page Number(s): p.92

Location: Column 1, Dar sentido

Original Text: "Los estudiantes podrán demostrar cómo empujar y tirar puede cambiar el movimiento de un objeto e identificar si un objeto es magnético o no."

Updated Text: "Los estudiantes comprenderán que la variación de las fuerzas puede provocar un cambio en el movimiento de un objeto, como el carro de la sección Participa."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS 2.6.B, Día 3, Screen 5

Location: Paso 7 (to be renumbered Paso 5)

Original Text: "Ponte los lentes de seguridad. Observa y compara los materiales en los vasos de precipitados. Dibuja lo que observas. ¿Cómo cambiaron las propiedades de los materiales al congelarse?"

Updated Text: "Observa cómo tu maestro retira de la hornilla el vaso de precipitados de vidrio con los crayones. Espera hasta que los crayones se congelen. ¿Cómo cambiaron las propiedades de los crayones? Dibuja lo que observas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.10.A, Día 2, Screen 7

Location: Leer, escribir y compartir, sentence 2

Original Text: "Comenta por qué las medidas no son exactamente iguales y cómo podrías resolver el problema de tener medidas diferentes."

Updated Text: "Comenta por qué las medidas no son exactamente iguales."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.10.A, Día 3, Screen 3

Location: Paso 1, first sentence

Original Text: "Busca los puntos que mediste en el Día 2."

Updated Text: "Ponte los lentes de seguridad y busca los puntos que mediste en el Día 2."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.12.A, Día 2, Screen 3

Location: Paso 1

Original Text: "Usa el pluviómetro para medir el agua. Vierte 1 cm de agua en el primer tazón. Rotula el tazón como desierto."

Updated Text: "Rotula el primer tazón como desierto. Usa el pluviómetro para medir el agua. Vierte 3 cm de agua en el tazón."

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ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.12.A, Día 2, Screen 3

Location: Paso 3

Original Text: "Vierte 3 cm de agua en el segundo tazón. Rotula el tazón como selva tropical. Repite el Paso 2."

Updated Text: "Rotula el segundo tazón como selva tropical. Vierte 10 cm de agua en el segundo tazón. Repite el Paso 2."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.12.B, Día 2, Screen 3

Location: Paso 4, sentence 2

Original Text: "Hazles buenas preguntas."

Updated Text: "Hazles preguntas sobre los productores y consumidores de sus cadenas alimentarias."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.13.D, Día 2, Screen 5

Location: Middle of page, student question, student multiple choice responses

Original Text: "¿Qué práctica de seguridad dentro del salón de clases es importante para esta actividad?" "A. Ten cuidado con los objetos afilados, como las tijeras." "B. No toques las plantas silvestres." "C. Limpia los derrames." "D. No corras."

Updated Text: N/A

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ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.6.A, Día 4, Screen 4

Location: Paso 2, new first bullet

Original Text: N/A

Updated Text: "Echa una pequeña cantidad de agua de la jarra en un vaso."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.6.A, Día 4, Screen 4

Location: Paso 2, existing first bullet

Original Text: "Echa el agua de un vaso en la taza medidora. Observa."

Updated Text: "Echa el agua del vaso en la taza medidora. Observa."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

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

Location: Speech to Text interactivity, sentence 1

Original Text: "Aprendiste cómo cambian el aceite y los crayones congelados cuando se derriten."

Updated Text: "Aprendiste cómo cambian los crayones cuando se derriten."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.6.B, Día 3, Screen 5

Location: Paso 8

Original Text: "Mide los materiales. Compáralos con tus primeras mediciones. ¿Qué observas?"

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.6.B, Día 2, Screen 2

Location: Paso 3

Original Text: "Dobla el papel en tercios. Luego, corta las puntas inferiores para formar un triángulo."

Updated Text: "Vuelve a doblar la hoja por la mitad para formar un triángulo más pequeño."

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ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.6.B, Día 2, Screen 3

Location: Paso 2, second sentence

Original Text: "Luego, vuelve a doblarla por la mitad para formar un triángulo más pequeño."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

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

Location: Paso 3

Original Text: "Mide el aceite. ¿Cómo cambian sus propiedades? Explícalo."

Updated Text: "Pide a tu maestro que se ponga guantes resistentes al calor. Observa cómo tu maestro coloca el vaso de precipitados de vidrio con los crayones sobre la hornilla. Dibuja lo que observas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

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

Location: Paso 2

Original Text: "Observa el aceite congelado durante unos 10 minutos. Dibuja lo que observas."

Updated Text: "Observa los crayones en el vaso de precipitados. Dibuja lo que observas."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.6.B, Día 3, Screen 4

Location: Paso 5 (to be renumbered Paso 4)

Original Text: "Mide los crayones. ¿Cómo cambian sus propiedades? Explícalo."

Updated Text: "Ponte los lentes de seguridad y los guantes resistentes al calor. Mide el vaso de precipitados con crayones y anota las medidas. ¿Cómo cambiaron las propiedades de los crayones? Explícalo."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

Current Page Number(s): TEKS Lesson 2.6.B, Día 3, Screen 5

Location: Paso 8 (to be renumbered Paso 6)

Original Text: "Mide los materiales. Compáralos con tus primeras mediciones. ¿Qué observas?"

Updated Text: "Mide los crayones congelados y anota las medidas. Compáralas con tus mediciones del Paso 4. ¿Qué observas?"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

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

Location: Speech to Text Interactivity, image

Original Text: image of water with ripples

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

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2***
ISBN: 9780358881568

Type: Editorial Change

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

Location: Paso 3

Original Text: "Paso 3"

Updated Text: “Organiza los datos con palabras. Usa una table para compararlos.”

Feedback and Publisher Responses

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2***
ISBN: 9780358881650

Page Number(s): G2 Banco de distresses y temas, Elemento de prueba 10

URL:

View Content

Feedback Text: I don't know why you wrote banco de "distresses" y temas ... can you please check that word because I think you tried to write "destrezas"

Publisher Response: HMH thanks the panelists for this note, which was also noted by another panel. We will be making this change for all grade levels of this program.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 3

Program: HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 3: TEKS

Editorial Changes

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3***
ISBN: 9780358881667

Type: Editorial Change

Current Page Number(s): Cambios en el estado de la materia (TEKS 3.6.C) Examen breve, new p. 4

Location: New Item 7, prompt and answer choices after new item 6

Original Text: N/A

Updated Text: "Penny mide la temperatura de una muestra de cera mientras esta se enfría y pierde energía." [start of table] "Cambio de estado: Cera" "Estado" "Temperatura (° C)" "líquido" "100" "líquido" "85" "líquido" "65" "sólido" "35" "sólido" "0" [end of table] "Según la información de la tabla de datos de Penny, ¿a qué temperatura la cera es un sólido? A. 28° C B. 65° C C. 99° C D. 110° C"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3***
ISBN: 9780358881667

Type: Editorial Change

Current Page Number(s): Cambios en el estado del tiempo (TEKS 3.10.A) Quiz A, p.

Location: Item 4, image

Original Text: "75 °F , 64 °F , 79 °F , 75 °F "

Updated Text: " 24 °C, 18 °C, 26 °C, 24 °C"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3***
ISBN: 9780358881667

Type: Editorial Change

Current Page Number(s): Cambios en el estado del tiempo (TEKS 3.10.A) Quiz A, p. 2

Location: Item 3, Table image, Temperatura

Original Text: First row: 36 °F , 40 °F , 38 °F , 34 °F, 30 °F Second row: 68 °F , 69 °F , 67 °F , 65 °F , 70 °F

Updated Text: First row: 2 °C, 4 °C, 3 °C, 1 °C, 0 °C Second row: 20 °C, 21 °C, 19 °C, 26 °C, 21 °C

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 207

Location: Paso 6, Table

Original Text: "Velocidad" "Altura 1, Altura 2, Altura 3"

Updated Text: "Tiempo" N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 108

Location: Prácticas científicas y de ingeniería

Original Text: "3.1.F elabore organizadores gráficos apropiados para reunir datos, incluyendo ... gráficas de barras"

Updated Text: "3.1.F elabore organizadores gráficos apropiados para reunir datos, incluyendo tablas, gráficas de barras, gráficas de líneas, mapas de árbol, mapas conceptuales, diagramas de Venn, diagramas de flujo o mapas de secuencia, y tablas de entrada-salida que muestren causa y efecto"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 108

Location: Ed en línea, Line 3

Original Text: N/A

Updated Text: "Organizador gráfico tabla de entrada-salida (TEKS 1.F)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 13

Location: Column 1, Paso 1, Paragraph 1

Original Text: "Si los estudiantes no están seguros del tipo de tabla que deben usar, pregúnteles qué tipo de datos creen que pueden recopilar."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 131

Location: EVALÚA box

Original Text: N/A

Updated Text: "Día 7"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 133

Location: Column 1, Día 2, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se pueden usar varas cilíndricas de madera como palos rítmicos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 138

Location: Column 2, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se pueden usar varas cilíndricas de madera como palos rítmicos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 140

Location: Column 2, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se pueden usar varas cilíndricas de madera como palos rítmicos."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 144

Location: Paso 1, Sentence 1

Original Text: "En una hoja de papel aparte"

Updated Text: "En la siguiente página"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 149

Location: MAPA DE LA LECCIÓN, EXPLORAR Y EXPLICAR , Día 2

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 151

Location: Column 1, Día 2 Actividad práctica title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 156

Location: Column 1, Actividad práctica title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 159

Location: Column 2, Boleto de salida/Evaluación formativa

Original Text: "Aporte comentarios a los estudiantes identificando los conceptos erróneos que tengan sobre la medida de la energía en relación con la velocidad."

Updated Text: "Aporte comentarios a los estudiantes identificando los conceptos erróneos que tengan sobre la energía en relación con la velocidad."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 160

Location: Ed en línea box

Original Text: N/A

Updated Text: "Organizador gráfico tabla de datos (TEKS 1.F)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 165

Location: Column 2, Apoyo para las respuestas de los estudiantes, Analiza los datos, Respuesta de ejemplo

Original Text: "Creo que la engrapadora es la que tiene mayor energía porque es pesada."

Updated Text: "Creo que el lápiz es el que tiene mayor energía porque se mueve más rápido."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 165

Location: Column 2, Apoyo para las respuestas de los estudiantes, La energía en diferentes sistemas, last sentence

Original Text: "La energía pasó de la persona al objeto y luego a la rampa."

Updated Text: "La energía se movió de la persona al objeto, y luego con el objeto que bajaba por la rampa."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 173

Location: Paso 6, last sentence

Original Text: N/A

Updated Text: "Anota los datos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 179

Location: Column 1, Apoyo para las respuestas de los estudiantes, Analiza los datos, last sentence

Original Text: "Giré y roté alrededor de la Tierra."

Updated Text: "Al representar a la Tierra, roté y giré alrededor del Sol."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 189

Location: Column 2, Apoyo para las respuestas de los estudiantes, line 1

Original Text: "Afirmaciones, evidencia y razonamiento: Haz una afirmación sobre la relación que hay entre las órbitas del Sol, la Tierra y la Luna. Justifica tu afirmación con evidencias de tu investigación. Explica tu razonamiento y conecta la afirmación con tus evidencias."

Updated Text: "Responde la pregunta guía describiendo el movimiento en el sistema formado por el Sol, la Tierra y la Luna. Use evidencias de tus actividades de representación en tu respuesta."

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ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 200

Location: Actividad práctica title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 21

Location: Paso 3, last sentence

Original Text: N/A

Updated Text: "Anota otras observaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 210

Location: Paso 11, Table

Original Text: "Velocidad"

Updated Text: "Tiempo"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 213

Location: Column 1, Apoyo para las respuestas de los estudiantes, PREGUNTA GUÍA

Original Text: "PREGUNTA GUÍA: ¿Cómo puedes describir los cambios en el estado del tiempo de un día para otro en distintas ubicaciones? Respuesta de ejemplo: Puedo averiguar las temperaturas del aire y comparar los números."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 215

Location: Column 1, Paso 1, line 1

Original Text: "Muestre a los estudiantes ejemplos para sus tablas de dirección del viento y cómo dibujar las gráficas de barras para la temperatura y la precipitación, entre ellos la decisión sobre los intervalos de medición y el rotulado de cada eje."

Updated Text: "Muestre a los estudiantes ejemplos para sus tablas y cómo dibujar las gráficas de barras para la temperatura y la precipitación; muestre cómo decidir los intervalos de medición y rotular cada eje."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 25

Location: Column 1, Pregunta guía

Original Text: "¿Cómo puedes comparar estos diferentes tipos de materia?"

Updated Text: "¿Cómo puedes comparar diferentes tipos de materia?"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 26

Location: Paragraph 1, sentence 1

Original Text: "Piensa en toda la materia física que pusiste a prueba y mediste a lo largo de la lección."

Updated Text: "Piensa en todas las propiedades físicas de la materia que pusiste a prueba y mediste a lo largo de la lección."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 261

Location: Column 1, Paso 3

Original Text: "Mezcle guijarros, tierra y unas cucharadas de agua..."

Updated Text: "Mezcle guijarros y tierra..."

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ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 288

Location: 1st paragraph, last sentence

Original Text: "… expresar en grados Fahrenheit, como se muestra en este mapa."

Updated Text: "… expresar en grados Fahrenheit. Los científicos a menudo usan grados Celsius para expresar la temperatura, como se muestra en este mapa."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 288

Location: Map image

Original Text: Customary units map

Updated Text: Metric units map

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 29

Location: Column 1, Día 3: Los líquidos fluyen, Materiales, bullet 5

Original Text: N/A

Updated Text: "agua"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 317

Location: Column 1, Conexión con la comunidad, Científico de mascotas

Original Text: "Científico de mascotas: Los estudiantes siguen en casa los hábitos diarios de sus mascotas para observar cómo pasan el tiempo. Una vez que los estudiantes hayan recopilado suficientes datos, pueden compararlos con los datos del estado del tiempo (que pueden encontrarse en Internet) y determinar si existe alguna relación."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 321

Location: Column 2, Hacer un modelo y explicar las estrategias, line 3

Original Text: "Demuestre cómo elegir los términos adecuados para introducirlos en un motor de búsqueda, localizar textos en una biblioteca o utilizar el glosario y el índice de un libro para encontrar información."

Updated Text: "Demuestre cómo elegir los términos adecuados para introducirlos en un motor de búsqueda, localizar textos de una biblioteca o utilizar el índice y la tabla de contenidos de un libro para encontrar información."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 33

Location: Column 2, Observo/Me pregunto, Sentence 1

Original Text: "Dirija un debate en grupo haciendo que los estudiantes vuelvan a ver el video o que observen de cerca la imagen de las frutas. Pídales que anoten lo que observan y se preguntan sobre las frutas."

Updated Text: "Dirija un debate en grupo haciendo que los estudiantes vuelvan a ver el video o que observen de cerca la imagen del juguete flotador. Pídales que anoten lo que observan y se preguntan sobre el juguete flotador."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 335

Location: Column 1, Conexión con la comunidad, Line 1

Original Text: "Cadena alimentaria del almuerzo: Los estudiantes registran los alimentos de su almuerzo y los utilizan para construir una cadena alimentaria que los incluya a ellos mismos. Ayude a los estudiantes a identificar los organismos que componen sus alimentos (como el trigo en el pan, la fruta en la mermelada, etc.)."

Updated Text: "Cadena alimentaria del menú: Muestre a los estudiantes un menú de un restaurante local. Seleccione un elemento del menú y ayude a los estudiantes a identificar los organismos que componen ese alimento, como el trigo en el pan o la fruta en la mermelada. Pida a los estudiantes que elaboren cadenas alimentarias que incluyan esos organismos y un comensal del restaurante. Para cualquier organismo consumidor que haya en la comida, considere proporcionar recursos que los estudiantes puedan usar para investigar de dónde obtienen su energía esos organismos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 339

Location: Column 2, Apoyo para las respuestas de los estudiantes, La energía y la materia, sentence 4

Original Text: "¿Cómo afectaría eso a la serpiente, al césped y al grillo de la cadena alimentaria?"

Updated Text: "¿Cómo afectaría eso al césped, al grillo, a la rana y a la serpiente de la cadena alimentaria?"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 339

Location: Column 1, Paso 1

Original Text: "Mezcle a los estudiantes menos avanzados con los estudiantes avanzados para animarlos a ayudarse mutuamente."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 34

Location: Column 2, Haga un modelo y explique, last sentence

Original Text: N/A

Updated Text: "Es posible que los estudiantes no estén familiarizados con la palabra volumen. Explique que el volumen es la cantidad de espacio que ocupa la materia."

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ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 343

Location: Column 2, Boleto de salida/Evaluación formativa, Comprobar la comprensión del estudiante, sentence 2

Original Text: "Los estudiantes deben comprender que, aunque las gallinas y los humanos no comen abejas, ellas son esenciales para el crecimiento de las plantas que comen."

Updated Text: "Los estudiantes deben comprender que, aunque las gallinas y los humanos no comen abejas, ellas son esenciales para la reproducción de las plantas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 344

Location: Column 2, Diferenciación: Reto

Original Text: "Diferenciación: Reto Comente las distintas formas en que los organismos utilizan la energía, como las abejas de las orquídeas que raspan las fragancias de una flor para atraer a sus parejas. A continuación, pida a los estudiantes que expliquen por qué la cantidad de energía que fluye hacia el consumidor secundario no es tanta como la que fluye hacia el consumidor primario."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 349

Location: Column 1, Día 2, Consejos para la preparación

Original Text: "Planifique comenzar el día 1 con antelación, ya que los estudiantes tendrán que esperar a que broten sus habas para recopilar datos durante cinco días. Las habas tardan entre cinco y diez días en brotar."

Updated Text: "Planifique realizar los Pasos 1–2 del Día 1 con varios días de antelación, ya que los estudiantes tendrán que esperar a que broten sus habas para comenzar a recopilar datos. Las habas tardan entre cinco y diez días en brotar. Luego, los estudiantes deberán recopilar datos durante cinco días."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 351

Location: Column 1, Conexión con la comunidad

Original Text: "Identificar cambios: Dirija un debate sobre los cambios naturales que se han producido en el medio ambiente local. Pueden ser sequías, ventiscas, deslizamientos de tierras o incendios forestales. Centre el debate en cómo ha cambiado la comunidad como resultado de estos cambios medioambientales."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 354

Location: Column 2, Consejos para la preparación

Original Text: "Planifique comenzar el día 1 con antelación, ya que los estudiantes tendrán que esperar a que broten sus habas para recopilar datos durante cinco días. Las habas tardan entre cinco y diez días en brotar."

Updated Text: "Planifique realizar los Pasos 1–2 del Día 1 con varios días de antelación, ya que los estudiantes tendrán que esperar a que broten sus habas para comenzar a recopilar datos. Las habas tardan entre cinco y diez días en brotar. Luego, los estudiantes deberán recopilar datos durante cinco días."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 356

Location: Column 2, Los estudiantes como científicos

Original Text: "Compruebe la comprensión de los estudiantes pidiéndoles que vuelvan a la pregunta que formularon al principio de la Actividad práctica y decidan si lo que han investigado la responde."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 356

Location: Column 1, Apoyo para las respuestas de los estudiantes, last 2 sentences

Original Text: "Mi evidencia es que las semillas que recibieron luz y agua brotaron. Mi razonamiento es que las semillas que no recibieron agua no brotaron."

Updated Text: "Mi evidencia es que las semillas que recibieron agua brotaron. Mi razonamiento es que los sistemas que continuamente tienen lo que necesitan las plantas son medios ambientes donde las plantas pueden crecer."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 359

Location: Column 2, Práctica matemática, Provocar e interpretar el razonamiento de los estudiantes, sentence 1

Original Text: "Provocar e interpretar el razonamiento de los estudiantes sobre los patrones en los datos guiándolos para que calculen las diferencias en las barras."

Updated Text: "Motivar e interpretar el razonamiento de los estudiantes sobre los patrones en los datos guiándolos para que calculen las diferencias en los puntos marcados."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 359

Location: Column 2, Diferenciación: Apoyo adicional

Original Text: "Cree un ejemplo de gráfica de barras para que los estudiantes lo sigan."

Updated Text: "Cree un ejemplo de gráfica de líneas para que los estudiantes trabajen a partir de él."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 36

Location: Materiales, bullet 5

Original Text: N/A

Updated Text: "agua"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 360

Location: Image

Original Text: Image of children doing lab activity

Updated Text: " image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 363

Location: Column 1, Los estudiantes como científicos

Original Text: "Los estudiantes como científicos Haga una encuesta en la clase para ver si los hogares de algunos estudiantes tienen planes de preparación para emergencias. Explique que la planificación de emergencias requiere hacer predicciones. Pregunte: ¿Por qué hay que predecir qué tipos de emergencias pueden ocurrir? (Uno de los objetivos aquí debería ser enfatizar que las personas participan en prácticas científicas en la vida cotidiana. Puede ser útil que los estudiantes piensen en sus cuidadores como científicos aunque no trabajen en un campo científico)."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 38

Location: Column 2, Materiales, bullet 5

Original Text: N/A

Updated Text: "agua"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 407

Location: Column 2, Día 3, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico transparente para el terrario. Use las tijeras para perforar agujeros en la tapa."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 415

Location: First Paragraph, Line 5

Original Text: "Algunos entran en hibernación, mientras que otros realizan su migración."

Updated Text: "Algunos entran en hibernación, mientras que otros responden con migración."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 416

Location: Column 2, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico transparente para el terrario. Use las tijeras para perforar agujeros en la tapa."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 42

Location: Column 2, Provocar el pensamiento de los estudiantes

Original Text: "...los estudiantes pueden oler, pero no ver, como alimentos que se cocinan, madera que se quema, césped recién cortado o productos de limpieza."

Updated Text: "...los estudiantes pueden oler, pero no ver, como alimentos que se cocinan, madera que se quema o césped recién cortado."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 439

Location: Paso 2, last sentence

Original Text: N/A

Updated Text: "En tu tarjeta final, dibuja y rotula el sol. Los productores, como las plantas, obtienen energía del sol."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 439

Location: Paso 4, last sentence

Original Text: "conectar a los organismos entre sí."

Updated Text: "conectar las tarjetas entre sí."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 442

Location: Prompt, sentence 2

Original Text: "¿Cómo afectaría eso a la serpiente, al césped y al grillo de la cadena alimentaria?"

Updated Text: "¿Cómo afectaría eso al césped, al grillo, a la rana y a la serpiente de la cadena alimentaria?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 46

Location: Column 1, Provocar el pensamiento de los estudiantes, last sentence

Original Text: "Por ejemplo, ¿es más fácil tragar una píldora sólida o un medicamento líquido?"

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 467

Location: Image

Original Text: Image of children doing lab activity

Updated Text: image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 469

Location: Práctica matemática, Sentence 1

Original Text: "Usa tu tabla de datos para hacer una gráfica de barras en el siguiente recuadro. ... Luego, usa la suma o la resta para identificar un patrón en los datos de tu gráfica de barras. ... Si la población de ciervos pudo pasar bien de ronda y logró cubrir sus necesidades, prosperó. Si la población se fue muriendo en cada ronda, pereció."

Updated Text: “[Screen 4]Usa tu table de datos para hacer una gráfica de líneas. …Luego, usa la suma o la resta para identificar un patron en los datos de tu gráfica lineal…Si la población de ciervos pudo pasar bien de ronda y logró cubrir sus necesidades, prosperó. Si la población se fue muriendo en cada ronda, pereció.[Screen 5]…Justifica tu afirmación con evidencias de tu gráfica lineal…”

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ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 48

Location: Paragraph 2, Sentence 3

Original Text: "Los edificios, los carros e incluso los animales son ejemplos de sólidos."

Updated Text: "Los edificios, los carros e incluso el hielo son ejemplos de sólidos."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 496

Location: Line 1, Prompt

Original Text: N/A

Updated Text: "Elige todos los fósiles."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 52

Location: Column 2, Temas y conceptos recurrentes

Original Text: "3.6.A mida, ponga a prueba y anote las propiedades físicas de la materia, incluyendo temperatura, masa, magnetismo y la habilidad de hundirse o flotar en el agua"

Updated Text: "3.5.E investigue el flujo de energía y el ciclo de la materia a través de los sistemas"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 52

Location: Column 1, Prácticas científicas y de ingeniería

Original Text: "3.6.C.i mida las propiedades físicas de la materia, incluyendo temperatura 3.6.C.ii mida las propiedades físicas de la materia, incluyendo masa 3.6.C.iii mida las propiedades físicas de la materia, incluyendo magnetismo"

Updated Text: Change to "3.1.A haga preguntas y defina problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones 3.1.D use herramientas, incluyendo lupas; reglas métricas; termómetros en grados Celsius; veleta de viento; pluviómetros; cilindros graduados; vasos de precipitados; básculas digitales; hornillas; reglas métricas; imanes; cuadernos; modelos del sistema del Sol, la Luna y la Tierra; aparatos de tiempo; materiales para apoyar la observación de hábitats de organismos, tales como terrarios, acuarios y redes; y materiales para apoyar la recopilación de datos digitales, tales como computadoras, tabletas y cámaras fotográficas, para observar, medir, probar y analizar información"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 54

Location: Ed en línea, Apoyo lingüístico

Original Text: N/A

Updated Text: "Lectura FUNomenal Las Lecturas FUNomenales están organizadas en tres niveles para poder asignar a los estudiantes una lectura según su nivel de lectura adecuado. Utilice la lectura "Analicemos los cambios de la materia" y su Apoyo al maestro como una minilección de ciencias para repasar, reforzar y complementar el contenido sobre los estados de la materia mediante el uso de texto de no ficción. Puede usar la lectura después del día 5 como lectura independiente, en grupo o con toda la clase. Analicemos los cambios de la materia"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 55

Location: Evaporation image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove.

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 58

Location: Paso 1, Sentence 2

Original Text: "Usa un termómetro para medir la temperatura del agua. Anota la temperatura en la siguiente tabla."

Updated Text: "Usa un termómetro para medir la temperatura del agua. Anota la temperatura en la tabla."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 58

Location: Column 1, Prácticas científicas y de ingeniería

Original Text: "3.6.C.i mida las propiedades físicas de la materia, incluyendo temperatura Temas y conceptos recurrentes 3.6.C.ii mida las propiedades físicas de la materia, incluyendo masa"

Updated Text: "3.1.D use herramientas, incluyendo lupas; reglas métricas; termómetros en grados Celsius; veleta de viento; pluviómetros; cilindros graduados; vasos de precipitados; básculas digitales; hornillas; reglas métricas; imanes; cuadernos; modelos del sistema del Sol, la Luna y la Tierra; aparatos de tiempo; materiales para apoyar la observación de hábitats de organismos, tales como terrarios, acuarios y redes; y materiales para apoyar la recopilación de datos digitales, tales como computadoras, tabletas y cámaras fotográficas, para observar, medir, probar y analizar información"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 58

Location: Column 1, Ed en línea

Original Text: "Tarjetas ilustradas de actividad práctica Organizador gráfico del tema de ciencias Patrones"

Updated Text: "Organizador gráfico gráfica de barras (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 58

Location: Column 2, Consejos para la preparación

Original Text: "Caliente el agua antes de la lección."

Updated Text: "Caliente el agua antes de la lección en un vaso de precipitados de vidrio. Luego, vierta el agua tibia en vasos de precipitados de plástico para los estudiantes."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 59

Location: Column 1, Apoyo para las respuestas de los estudiantes, Estabilidad y cambio, Respuesta de ejemplo

Original Text: "El agua tibia derritió el hielo."

Updated Text: "El hielo se colocó en un ambiente que era más cálido que este. El ambiente más cálido hizo que el hielo se derritiera."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 60

Location: Column 1, Prácticas científicas y de ingeniería

Original Text: "3.6.C.i mida las propiedades físicas de la materia, incluyendo temperatura Temas y conceptos recurrentes 3.6.C.ii mida las propiedades físicas de la materia, incluyendo masa"

Updated Text: "3.1.D use herramientas, incluyendo lupas; reglas métricas; termómetros en grados Celsius; veleta de viento; pluviómetros; cilindros graduados; vasos de precipitados; básculas digitales; hornillas; reglas métricas; imanes; cuadernos; modelos del sistema del Sol, la Luna y la Tierra; aparatos de tiempo; materiales para apoyar la observación de hábitats de organismos, tales como terrarios, acuarios y redes; y materiales para apoyar la recopilación de datos digitales, tales como computadoras, tabletas y cámaras fotográficas, para observar, medir, probar y analizar información"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 60

Location: Column 1, Ed en línea

Original Text: "Tarjetas ilustradas de actividad práctica Organizador gráfico del tema de ciencias"

Updated Text: "Organizador gráfico gráfica de barras (TEKS 1.F)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 61

Location: Column 1, Pasos 6–7

Original Text: "... . Pídales que observen el agua cuando comienza a evaporarse y tomen notas sobre sus observaciones, si lo desean."

Updated Text: "... . El tiempo necesario para que hierva el agua puede variar según la hornilla. Pídales que observen el agua a medida que comienza a hervir y evaporarse, y que presten atención a cómo cambia el agua. Muchos estudiantes pueden pensar que el vapor es evidencia de la evaporación. El vapor de agua, o la forma gaseosa del agua, es invisible y es diferente del vapor. El vapor es evidencia de agua en el aire que se condensa y se vuelve visible. Pida a los estudiantes que identifiquen la ebullición como un cambio observable en el agua a medida que se calienta. El agua se evapora cuando hierve. Otra evidencia de evaporación sería una disminución en la cantidad total de agua en el vaso de precipitados."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 62

Location: Safety icons

Original Text: Glassware safety icon is first

Updated Text: Fire/Heating safety icon is first

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 62

Location: Actividad práctica introduction image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 63

Location: Middle of page, students cutting coffee filters, REPLACED BY image of pot of boiling water from p. 62

Original Text: Image of students with coffee filters

Updated Text: Image of a pot of boiling water

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 64

Location: Column 2, Pasos 2–6

Original Text: "Pasos 2–6 Asegúrese de que los estudiantes expongan aire en un filtro de café y no expongan aire en el otro filtro. ..."

Updated Text: "Pasos 3–6 Asegúrese de que los estudiantes expongan un vaso de agua helada al aire y cierren el otro vaso de agua helada en una bolsa con mucho menos aire. ... Puede haber una pequeña cantidad de condensación en el vaso que estaba en la bolsa de plástico, pero debería haber visiblemente más condensación en el otro vaso."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 64

Location: Paso 6

Original Text: "Usa el temporizador para obtener y registrar información cada 30 segundos durante 5 minutos."

Updated Text: "Usa el temporizador y el termómetro para obtener y registrar información cada 30 segundos durante 5 minutos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 66

Location: Column 2, Cambios en el estado de la materia, Paragraph 2, Respuesta de ejemplo

Original Text: "El cubito de hielo se derretirá y volverá a ser agua."

Updated Text: "El cubito de hielo pasará de estado sólido a líquido y luego a estado gaseoso."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 67

Location: Column 1, Boleto de salida, Apoyo para las respuestas de los estudiantes

Original Text: "Los estudiantes deben seleccionar respuestas: A. condensación, B. evaporación y D. fusión"

Updated Text: "Los estudiantes deben seleccionar respuestas: A. condensación y D. fusión"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. 86

Location: Sentences under PREGUNTA GUÍA, sentence 2

Original Text: "Observa la imagen de la estudiante que construye una estructura con bloques."

Updated Text: "Observa las imágenes de la estudiante que construye una estructura con bloques."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. 90

Location: Prácticas científicas y de ingeniería

Original Text: "3.1.F elabore organizadores gráficos apropiados para reunir datos, incluyendo ... gráficas de barras"

Updated Text: "3.1.F elabore organizadores gráficos apropiados para reunir datos, incluyendo tablas, gráficas de barras, gráficas de líneas, mapas de árbol, mapas conceptuales, diagramas de Venn, diagramas de flujo o mapas de secuencia, y tablas de entrada-salida que muestren causa y efecto"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p. T8

Location: La energía y velocidad de los objetos, Table of Contents, Día 2

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3***
ISBN: 9780358881315

Type: Editorial Change

Current Page Number(s): p. vi

Location: La energía y velocidadde los objetos, Table of Contents

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p.156

Location: Column 1, Ed en línea box

Original Text: N/A

Updated Text: "Organizador gráfico tabla de datos (TEKS 1.F)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3***
ISBN: 9780358841746

Type: Editorial Change

Current Page Number(s): p.162

Location: Column 2, Diferenciación: Reto, Line 1

Original Text: "Pida a los estudiantes que registren la velocidad de su objeto al bajar la rampa más alta/empinada."

Updated Text: "Pida a los estudiantes que registren el tiempo que tarda su objeto en bajar la rampa más alta/empinada."

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.10.A, Día 5, Screen 4

Location: 1st paragraph, last sentence

Original Text: "… expresar en grados Fahrenheit, como se muestra en este mapa."

Updated Text: "… expresar en grados Fahrenheit. Los científicos a menudo usan grados Celsius para expresar la temperatura, como se muestra en este mapa."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***
ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.B, Día 2, Screen 3

Location: Paso 2, last sentence

Original Text: N/A

Updated Text: "En tu tarjeta final, dibuja y rotula el sol. Los productores, como las plantas, obtienen energía del sol."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3***
ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.B, Día 2, Screen 3

Location: Paso 4, last sentence

Original Text: "conectar a los organismos entre sí."

Updated Text: "conectar las tarjetas entre sí."

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.B, Día 2, Screen 4

Location: La energía y la materia, paragraph 2, sentence 4

Original Text: "¿Cómo afectaría eso a la serpiente, al césped y al grillo de la cadena alimentaria?"

Updated Text: "¿Cómo afectaría eso al césped, al grillo, a la rana y a la serpiente de la cadena alimentaria?"

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.C, Día 2, Screen 5

Location: Short Answer Interactivity Ejemplo de respuesta, Sentence 2

Original Text: "Mi evidencia es que las semillas que recibieron luz y agua brotaron. Mi razonamiento es que las semillas que no recibieron agua no brotaron."

Updated Text: "Mi evidencia es que las semillas que recibieron agua brotaron. Mi razonamiento es que los sistemas que continuamente tienen lo que necesitan las plantas son medios ambientes donde las plantas pueden crecer."

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.C, Día 3, Screen 3

Location: Image

Original Text: Image of children doing lab activity

Updated Text: image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.12.C, Día 3, Screen 4

Location: Práctica matemática, Sentence 1

Original Text: "Usa tu tabla de datos para hacer una gráfica de barras. ...Luego, usa la suma o la resta para identificar un patrón en los datos de tu gráfica de barras. ... Si la población de ciervos pudo pasar bien de ronda y logró cubrir sus necesidades, prosperó. Si la población se fue muriendo en cada ronda, pereció."

Updated Text: “[Screen 4]Usa tu table de datos para hacer una gráfica de líneas. …Luego, usa la suma o la resta para identificar un patron en los datos de tu gráfica lineal…Si la población de ciervos pudo pasar bien de ronda y logró cubrir sus necesidades, prosperó. Si la población se fue muriendo en cada ronda, pereció.[Screen 5]…Justifica tu afirmación con evidencias de tu gráfica lineal…”

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.A, Día 5, Screen 3

Location: Paso 3, last sentence

Original Text: N/A

Updated Text: "Anota otras observaciones."

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.B, Día 3, Screen 2

Location: Materiales, bullet 5

Original Text: N/A

Updated Text: "agua"

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.B, Día 5, Screen 3

Location: Paragraph 2, Sentence 3

Original Text: "Los edificios, los carros e incluso los animales son ejemplos de sólidos."

Updated Text: "Los edificios, los carros e incluso el hielo son ejemplos de sólidos."

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.C, Día 1, Screen 3

Location: Flip Card interactivity, Evaporation image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.C, Día 3, Screen 2

Location: Materiales

Original Text: "termómetro en grados Celsius"

Updated Text: "termómetro en grados Celsius (sin mercurio)"

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.6.C, Día 3, Screen 2

Location: Actividad práctica introduction image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.B, Día 2, all screens

Location: Digital Lesson contents, Día 2 title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.B, Día 2, Screen 3

Location: top of page title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.B, Día 4, Screen 4

Location: Short Answer interactivity, Ejemplo de respuesta, Line 1

Original Text: "Creo que la engrapadora es la que tiene mayor energía porque es pesada."

Updated Text: "Creo que el lápiz es el que tiene mayor energía porque se mueve más rápido."

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ISBN: 9780358881575

Type: Editorial Change

Current Page Number(s): TEKS Lesson 3.8.B, Día 4, Screen 6

Location: Short Answer Interactivity Ejemplo de respuesta

Original Text: "La energía pasó de la persona al objeto y luego a la rampa."

Updated Text: "La energía se movió de la persona al objeto, y luego con el objeto que bajaba por la rampa."

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 4

Program: HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 4: TEKS

Editorial Changes

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): Clasificación de la materia según sus propiedades (TEKS 4.6.A) Examen breve A, p. 4

Location: Item 5, prompt table, row 4

Original Text: D: "El agua dentro de la botella tiene una temperatura de 75 grados Fahrenheit"

Updated Text: D: "El agua dentro de la botella tiene una temperatura de 24 grados Celsius"

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, p.2

Location: El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, Item 3, Answer choices A and B

Original Text: "A. La temperatura a las 3 p. m. es de 35 °F" "B. La temperatura máxima hoy fue de 85 °F"

Updated Text: "A. La temperatura a las 3 p. m. es de 2 °C" "B. La temperatura máxima hoy fue de 29 °C"

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, p.2

Location: El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, Item 4, Question art

Original Text: Row A: 82°F, 85°F, 87°F, 87°F, 87°F Row B: 51°F, 43°F, 28°F, 22°F, 22°F Row C: 43°F, 52°F, 44°F, 43°F, 53°F

Updated Text: Row A: 28 °C, 29 °C, 31 °C, 31 °C, 31 °C Row B: 11 °C, 6 °C, -2 °C, -6 °C, -6 °C Row C: 6 °C, 11 °C, 7 °C, 6 °C, 12 °C

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, p.3

Location: El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, Item 5, Question art and answer choices

Original Text: Image showing weather data in Fahrenheit and inches "A. Soleado y 80 °F el 29 de mayo B. Lluvioso y 50 °F el 15 de abril C. Soleado y 95 °F el 8 de agosto D. Lluvioso y 60 °F el 5 de septiembre E. Nublado y 25 °F el 24 de diciembre"

Updated Text: Image showing weather data in Celsius and meters "A. Soleado y 27 °C el 29 de mayo B. Lluvioso y 10 °C el 15 de abril C. Soleado y 35 °C el 8 de agosto D. Lluvioso y 16 °C el 5 de septiembre E. Nublado y -4 °C el 24 de diciembre"

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, p.4

Location: El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, Item 6, Question art and answer choice graphs

Original Text: Table "48 °F, 52 °F, 44 °F ,56 °F, 58 °F" Images (Answer choice) showing weather data in Fahrenheit

Updated Text: Table "9 °C, 11 °C, 7 °C, 13 °C, 14 °C" Images (Answer choice) showing weather data in Celsius

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ISBN: 9780358860228

Type: Editorial Change

Current Page Number(s): G4 Skills & Themes Bank (TEKS 4.1-4.5), p. 8

Location: Item 17, image

Original Text: Image of a pyramid with 4 levels and labels, from bottom to top, productor primario, consumidor primario, consumidor secundario, consumidor terciario

Updated Text: Remove the pyramid leaving the labels and the drag-to boxes.

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): La materia (TEKS 4.6) Prueba A, p.4

Location: Item 7, Question Table, Second column of table

Original Text: "Temperatura en Fahrenheit, Muestra 1: 74°, Muestra 2: 30°, Muestra 3: 212°, Muestra 4: 100°"

Updated Text: "Temperatura en Celsius, Muestra 1: 23°, Muestra 2: –1°, Muestra 3: 100°, Muestra 4: 38°"

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): La materia (TEKS 4.6) Prueba A, p.5

Location: La materia (TEKS 4.6) Prueba A, Item 9, Question and Answer Choices E and F

Original Text: "Kelsey y Mickey se preguntaron qué pasaría si diferentes metales fueran expuestos a la lluvia. Eligieron dos piezas de metal: una era brillante y la otra, opaca y negra. Cada pieza pesaba 10 onzas. Cada tres días, las niñas vertían una onza de agua sobre cada pieza de metal. Luego de cinco semanas, observaron que el metal negro estaba cubierto por un polvo naranja a diferencia de la pieza brillante. Pesaron ambas piezas de metal al final de la quinta semana. Luego de limpiar el polvo naranja, la pieza de metal negro pesaba solo 8.5 onzas." "E. 10 onzas" "F. 1.5 onzas"

Updated Text: "Kelsey y Mickey se preguntaron qué pasaría si diferentes metales fueran expuestos a la lluvia. Eligieron dos piezas de metal: una era brillante, y la otra, opaca y negra. Cada pieza pesaba 283 gramos. Cada tres días, las niñas vertían 28 gramos de agua sobre cada pieza de metal. Luego de cinco semanas, observaron que el metal negro estaba cubierto por un polvo naranja, a diferencia de la pieza brillante. Pesaron ambas piezas de metal al final de la quinta semana. Luego de limpiar el polvo naranja, la pieza de metal negro pesaba solo 241 gramos." "E. 283 gramos" "F. 42 gramos"

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 10

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuestade ejemplo, sentence 2

Original Text: "Algunos objetos pesan más o menos que otros objetos."

Updated Text: "Algunos objetos tienen más o menos masa que otros."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 10

Location: column 2, top image of students and bottom image of thermometer

Original Text: Image of students with container of water and image of thermometer and blended ice beverage

Updated Text: Art of robot

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 101

Location: Column 2, Afirmaciones, evidencia y razonamiento,Demuestre y explique el contenido, paragraph 2 and bullets 1–3

Original Text: "Proporcione los siguientes marcos de oración a los estudiantes que requieran más ayuda. • Mi afirmación es _____. (Creo que _____). (Observé que _____). • Mis evidencias son _____. (Esto lo sé porque _____). • Mis evidencias muestran que _____ porque _____."

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 114

Location: Column 2, Consejos para la preparación, after sentence 4

Original Text: N/A

Updated Text: "El vapor del agua caliente a veces puede interferir con los resultados si derrite el trozo de mantequilla que está más cerca del agua. Puede realizar la actividad con un solo trozo de mantequilla en la parte superior de cada cuchillo."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 115

Location: Column 1, Pasos 1–5, after paragraph 2

Original Text: N/A

Updated Text: "CONSEJO DE SEGURIDAD: Asegúrese de que el vaso de precipitados esté en una posición estable, con el cuchillo adentro. Recuerde a los estudiantes que deben evitar cualquier movimiento repentino que pueda hacer que el cuchillo se incline o caiga."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 127

Location: Column 1, Día 2: Enciende la luz, Parte 1, Consejos para la preparación, after sentence 3

Original Text: N/A

Updated Text: "Tenga a mano un pelacables y ayude a los estudiantes a quitar el material aislante de los extremos de los cables."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 132

Location: Column 2, Consejos para la preparación, after sentence 3

Original Text: N/A

Updated Text: "Tenga a mano un pelacables y ayude a los estudiantes a quitar el material aislante de los extremos de los cables."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 137

Location: Column 1, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Tenga a mano un pelacables y ayude a los estudiantes a quitar el material aislante de los extremos de los cables."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 15

Location: Column 2, Práctica matemática, after paragraph 1

Original Text: N/A

Updated Text: "Guíe a los estudiantes para que observen que la temperatura del termómetro se encuentra por encima del punto medio, más cerca de la parte superior que de la parte inferior."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 15

Location: Column 1, Pasos 1–4, sentence 1

Original Text: "Ayude a los estudiantes a añadir el agua caliente al Vaso 2."

Updated Text: "Seguridad: Use guantes resistentes al calor para retirar el vaso de precipitados de la hornilla y, con cuidado, vierta el agua caliente en el Vaso 2."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 18

Location: Column 2, Consejos para la preparación, after paragraph 1

Original Text: N/A

Updated Text: "Los grupos de estudiantes pueden compartir las balanzas digitales."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 19

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuesta de ejemplo, sentences 3–4

Original Text: "Los objetos que flotan en el agua tienen menor densidad que el agua. Los objetos que se hunden tienen mayor densidad que el agua."

Updated Text: "Los objetos que flotan en el agua tienen menor densidad relativa que el agua. Los objetos que se hunden tienen mayor densidad relativa que el agua."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 19

Location: Column 2, Diferenciación: Reto

Original Text: "Rete a los estudiantes a predecir y probar si diferentes objetos se hunden o flotan."

Updated Text: "Rete a los estudiantes a realizar una investigación para explicar por qué los objetos muy grandes, como los barcos, flotan en el agua."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 19

Location: Analiza los resultados, sentence 3

Original Text: "Para ello, observa las temperaturas que registraste en grados Celsius (ºC) y Fahrenheit (ºF)."

Updated Text: "Para ello, observa las temperaturas que registraste en grados Celsius (ºC)."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 195

Location: Column 1, Día 3: Haz un modelo del ciclo del agua,Parte 1, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar de la caja de zapatos."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 195

Location: Column 1, Día 2: ¿A dónde se va el agua?, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Para lograr estabilidad, use vasos grandes de 16 onzas."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 199

Location: Column 1, Contexto del maestro sobre el fenómeno, sentence 4

Original Text: "El ciclo del agua comprende diferentes pasos que siguen siempre el mismo orden: precipitación, escorrentía, evaporación y condensación."

Updated Text: "El ciclo del agua comprende diferentes procesos, que incluyen la precipitación, la escorrentía, la evaporación y la condensación."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 199

Location: Column 1, paragraph 1 below Pregunta guía, sentence 1

Original Text: "Presente el fenómeno de que nuestro medio ambiente depende de las montañas para suministrar gran parte del agua natural que existe en el mundo."

Updated Text: "Presente el fenómeno de que nuestro medio ambiente depende de las montañas para suministrar gran parte del agua dulce que existe en el mundo."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 200

Location: Column 2, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Necesitará un termómetro para cada ubicación. Si los materiales son limitados, los grupos pueden compartir los termómetros. Para lograr estabilidad, use vasos grandes de 16 onzas."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 201

Location: Column 1, Pasos 1–2, paragraphs 1–2

Original Text: "Puede que los estudiantes no se sientan seguros sobre cómo medir la masa de agua en cada bolsa; muéstreselo usando la balanza digital. ... Pida a los estudiantes que elaboren una tabla para reunir datos cuando midan la temperatura de cada ubicación. Si los estudiantes no están seguros del tipo de tabla que deben usar, pregúnteles qué tipo de datos creen que pueden reunir."

Updated Text: "Pida a los estudiantes que rotulen las bolsas así: abierta al sol, cerrada al sol, abierta a la sombra y cerrada a la sombra. Puede que los estudiantes no se sientan seguros sobre cómo medir la masa de agua de cada bolsa; muéstreselo usando la balanza digital. ... Pida a los estudiantes que elaboren dos tablas de datos para esta actividad. Necesitarán una para anotar la masa del agua antes y después de la investigación y la otra para anotar las mediciones de temperatura."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 201

Location: Column 2, Práctica matemática, Apoyo para las respuestas de los estudiantes, Práctica matemática

Original Text: "Hacer una gráfica con los datos de las temperaturas reunidas durante dos días. Respuesta de ejemplo: El estudiante dibuja una gráfica de barras para ilustrar las temperaturas de las diferentes ubicaciones. El eje x se rotulará con la ubicación, y el eje y se rotulará con la temperatura medida en grados Celsius. Habrá una clave que incluya una barra de color para el Día 1 y una barra de color para el Dia 2."

Updated Text: "Representa gráficamente los datos de la temperatura que reuniste durante dos días. Las gráficas de barras de los estudiantes deben mostrar que las temperaturas de las áreas con sol son más altas que las temperaturas de las áreas a la sombra. La temperatura en cada ubicación puede cambiar a lo largo del día."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 202

Location: Column 1, Apoyo para las respuestas de los estudiantes, Analiza los resultados, Respuesta de ejemplo, sentence 3

Original Text: "El agua de las bolsas cerradas no podía irse a ningún sitio y no se evaporó fuera de las bolsas."

Updated Text: "El agua de las bolsas cerradas no tenía adónde ir."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 204

Location: Column 2, Consejos para la preparación, Paragraph 1, after sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar de la caja de zapatos."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 205

Location: Column 2, Pasos 4–5, paragraph 2

Original Text: "Si los estudiantes no están seguros del tipo de organizador gráfico que deben usar, pregúnteles por el tipo de datos que van a reunir. Recuerde a los estudiantes que están utilizando un modelo de un sistema para realizar observaciones y sacar conclusiones."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 207

Location: Column 1, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, sentence 3

Original Text: "Los estudiantes pueden dibujar un modelo que muestre el agua del tazón evaporándose por la energía solar, al plástico de envolver y formando gotas de agua."

Updated Text: "Los estudiantes pueden dibujar un modelo que muestre el agua del vaso evaporándose debido a la energía solar. Los modelos también pueden incluir agua condensándose en el plástico para envolver alimentos y formando gotas de agua."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 211

Location: Column 1, Boleto de salida/Evaluación formativa, Aporte comentarios

Original Text: "Recuerde a los estudiantes que los pasos no cambian y siempre ocurrirán en el mismo orden."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 213

Location: Column 2, Pasos 2–3

Original Text: "Si los estudiantes encuentran problemas para hallar la solución sobre cómo evitar la evaporación de los embalses, pídales que hagan una tormenta de ideas para hallar maneras de aumentar la evaporación y maneras para ralentizarla. Apoyo para las respuestas de los estudiantes"

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 218

Location: Column 2, Diferenciación: Apoyo adicional

Original Text: "Muestre dos vasos, uno que sea grande y profundo y otro que sea pequeño y corto. Llene cada vaso con agua. Pregunte: ¿En qué vaso se evaporará antes el agua? ¿Por qué? Comente con los estudiantes que el agua del vaso más profundo tardará más en evaporarse porque el agua del fondo del vaso está más fría y, por lo tanto, tardará más en evaporarse. Explique que el vaso profundo es parecido a un embalse."

Updated Text: "Muestre dos vasos, uno que sea angosto y profundo y otro que sea ancho y corto. Llene cada vaso con agua. Pregunte: ¿En qué vaso se evaporará antes el agua? ¿Por qué? Comente con los estudiantes que el agua del vaso más profundo tardará más en evaporarse porque, en una masa de agua, el agua se evapora en la superficie. El agua del vaso con la superficie más pequeña en la parte superior tardará más en evaporarse. Explique que el vaso profundo es parecido a un embalse."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 219

Location: Column 1, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de loes estudiantes, Respuesta de ejemplo, sentences 1–2

Original Text: "Una limitación es que algunos de los materiales disponibles podían hundirse, de forma que el agua sobre el material se podía evaporar. Me habría gustado usar un material que flotase sobre la superficie del agua."

Updated Text: "Una limitación es que los vasos disponibles tenían una abertura ancha. Me hubiera gustado usar un vaso con una abertura muy angosta."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 222

Location: Diferenciación: Apoyo adicional

Original Text: "Puede preparar “Estaciones de ayuda” para que los estudiantes se ayuden entre sí durante la creación y construcción de un modelo a escala. Los estudiantes que acaben antes o tengan un mayor conocimiento del contenido pueden ayudar a sus compañeros en la Estación de ayuda."

Updated Text: "Cada embalse de Texas puede almacenar millones o incluso miles de millones de metros cúbicos de agua. Para ayudar a los estudiantes a pensar en cómo ampliar su solución a escala para adaptarla a un embalse de tamaño real, haga preguntas por pasos: ¿De qué manera debería ser diferente tu solución si la hicieras cinco veces más grande? ¿Y 10 veces más grande? ¿Y 100 veces más grande?"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 222

Location: Column 1, Apoyo para las respuestas de los estudiantes, Analiza los resultados, Respuesta de ejemplo, sentence 3

Original Text: "El plástico para envolver transparente puede formar un cerramiento hermético completo sobre una bandeja de hornear galletitas, pero no creo que funcione sobre miles de acres cuadrados."

Updated Text: "El plástico transparente para envolver alimentos podría sellar por completo un vaso, pero no creo que funcione sobre un área muy grande."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 224

Location: Column 2, Práctica matemática, paragraph 1 and Apoyo para las respuestas de los estudiantes, Práctica matemática

Original Text: "Una gota de lluvia es mucho más grande que una gota de agua y que una partícula de polvo. Por ejemplo, una partícula de polvo es muy pequeña comparada con una gota de lluvia. Usa la tabla para ordenar los elementos e identificar cuánto más pequeña es una partícula de polvo que una gota de lluvia. Apoyo para las respuestas de los estudiantes Práctica matemática: Las fracciones muestran los tamaños de las partículas de polvo y de las gotas de agua en relación con el tamaño de las gotas de lluvia. En la columna del medio, ordena las fracciones en orden de menor a mayor. Luego, coloca los elementos que corresponden a esa fracción del tamaño de una gota de lluvia. Respuesta: gota de lluvia 1/1, gota grande 1/20, gota de tamaño medio 1/100, partícula de polvo 1/5000"

Updated Text: "Brinde apoyo a los estudiantes al ordenar las fracciones por tamaño. Ayúdelos a comprender que los denominadores más grandes con numeradores iguales indican partes más pequeñas de un entero. Luego, pueden usar la información de las imágenes para relacionar los elementos con su tamaño relativo. Apoyo para las respuestas de los estudiantes Práctica matemática: Usa la tabla para ordenar los elementos e identificar cuánto más pequeña es una partícula de polvo que una gota de lluvia. Las fracciones muestran los tamaños de las partículas de polvo y de las gotas de agua en relación con el tamaño de las gotas de lluvia. En la columna del medio, ordena las fracciones de menor a mayor. Luego, coloca los elementos que corresponden a esa fracción del tamaño de una gota de lluvia. Respuesta: 1/5000 de una partícula de polvo, 1/100 de una gota promedio, 1/20 de una gota grande, 1/1 de una gota de lluvia"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 224

Location: Column 2, El ciclo del agua, Apoyo para las respuestas de los estudiantes, top half of page

Original Text: "Muestra dónde se producen la evaporación, la condensación, la precipitación y la escorrentía. Usa flechas para conectar el flujo de agua en el ciclo. Respuesta de ejemplo: El estudiante dibuja una flecha desde el agua hasta el sol para representar la evaporación. El estudiante dibuja una flecha desde la evaporación hasta las nubes para representar la condensación. El estudiante dibuja una flecha desde el agua hasta el sol para representar la evaporación. El estudiante dibuja una flecha desde la montaña hasta el arroyo para representar la escorrentía."

Updated Text: "Usa flechas para mostrar cómo es el ciclo del agua al pasar por la evaporación, la condensación y la precipitación. Rotula las flechas como "evaporación", "condensación" y "precipitación". Las flechas de los estudiantes deben mostrar la evaporación desde el agua hasta el cielo despejado, la condensación desde el cielo despejado hasta las nubes y la precipitación desde las nubes hasta el agua."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 225

Location: Column 2, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo

Original Text: "Respuesta de ejemplo: El agua se evapora en forma de vapor de agua hacia la atmósfera, donde se condensa y forma nubes. Entonces, el agua vuelve a caer sobre la Tierra en forma de precipitación, se mueve por toda la superficie terrestre en forma de escorrentía y se evapora otra vez a medida que el ciclo del agua se repite."

Updated Text: "Respuesta: A. condensación; B. precipitación; C. evaporación; D. escorrentía"

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 227

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuesta de ejemplo, sentences 2–3

Original Text: "Mis evidencias provienen de mis investigaciones que me enseñaron cómo se evapora el agua, cómo se condensa, cómo cae de nuevo a la Tierra y cómo se recoge en forma de escorrentía. Mi razonamiento consiste en que la nieve cayó en las montañas, y a medida que el sol calentó la Tierra, la nieve se derritió y corrió por los arroyos ladera abajo."

Updated Text: "Mis evidencias vienen de mis investigaciones, que me mostraron cómo el agua se evapora, se condensa, vuelve a caer a la Tierra y corre por su superficie. Mi razonamiento es que la nieve cayó en las montañas y, mientras el sol calentaba la Tierra, la nieve se derritió y se acumuló en arroyos que corrieron cuesta abajo."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 231

Location: Column 1, Día 2: ¡Sacúdelos!, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar del molde para hornear."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 231

Location: Column 2, Día 6: Lo que el viento se llevó, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar del molde. Los lados más altos podrán ayudar a contener el arroz."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 231

Location: Column 1, Día 4: ¡Cuidado con el glaciar!, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Se pueden usar recipientes de plástico en lugar de bandejas con laterales."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 233

Location: Column 1, Práctica matemática, Día 3

Original Text: "Los estudiantes ordenarán los sedimentos por tamaño en milímetros, desde decimales, diez milésimas y hasta números enteros."

Updated Text: "Los estudiantes ordenarán los sedimentos según su tamaño en milímetros, de decimales a centésimas y de centésimas a números enteros."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 234

Location: Column 1, ¿Qué es lo que ya sabes?, Activar conocimientos previos, sentences 1–4

Original Text: "Activar conocimientos previos pidiendo a los estudiantes que vean las imágenes que dan comienzo a cada día en esta lección. Pídales que identifiquen los cambios en la superficie terrestre que se muestran en cada imagen. En el Grado 3, los estudiantes adquirieron conocimientos sobre los cambios en la superficie terrestre ocasionados por las erupciones volcánicas, los terremotos y los deslizamientos de tierra. Pida a los estudiantes que repasen los efectos que tienen estos tres eventos sobre el terreno, el suelo y las rocas."

Updated Text: "Activar conocimientos previos pidiendo a los estudiantes que exploren la imagen del ciclo del agua. En las lecciones anteriores, los estudiantes aprendieron sobre el ciclo del agua, sobre cómo se mueve el agua en y por encima de la superficie terrestre. El agua provoca algunos de los cambios en la superficie terrestre que los estudiantes explorarán en esta lección. Pida a los estudiantes que repasen los procesos del ciclo del agua, lo que incluye la evaporación, la condensación y la precipitación."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 235

Location: Column 2, Observo/Me pregunto, Los estudiantes como científicos

Original Text: "Los estudiantes como científicos Los estudiantes son científicos cuando utilizan las observaciones como evidencias. Pregunte a los estudiantes qué evidencias utilizarían para justificar la afirmación de que las rocas que forman el pico son diferentes de las rocas que hay debajo de él."

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 236

Location: Column 2, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar del molde para hornear."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 24

Location: Prueba TEKS, Análisis de ítems TEKS table, column 7

Original Text: Table includes empty column labeled "7"

Updated Text: Delete column labeled "7"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 241

Location: Column 1, Práctica matemática, Demuestre y explique las estrategias, paragraph 1, sentence 3

Original Text: "A continuación, explique cómo comparar decimales con cuatro valores posicionales escribiendo los decimales en una tabla de valores posicionales que llega hasta las decenas de millar alineando los puntos decimales y colocando los ceros a la derecha de algunos números."

Updated Text: "A continuación, para explicar cómo comparar decimales con dos valores posicionales, escriba los decimales en una tabla de valores posicionales que llegue hasta las centésimas, alineando los puntos decimales y colocando los ceros a la derecha de algunos números."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 241

Location: Top of Column 2, Apoyo para las respuestas de los estudiantes, sentences 3-5

Original Text: "¿Qué sedimentos crees que se depositarían en un río y cuáles crees que viajarían hasta el océano? Respuesta de ejemplo: Arcilla, limo y arena no quedarán en la criba. Estos viajarían hasta el océano y el resto se depositaría en el lecho del río."

Updated Text: "Respuesta de ejemplo: La arcilla, el limo y la arena no quedarán en la criba."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 242

Location: Column 2, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Se pueden usar recipientes de plástico en lugar de bandejas con laterales."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 246

Location: Column 1, El agua esculpe la superficiede la Tierra, paragraph 1, sentence 3

Original Text: "un lago en forma de C."

Updated Text: "un meandro abandonado."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 248

Location: Column 2, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar del molde. Los lados más altos podrán ayudar a contener el arroz."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 250

Location: Column 1, Actividad clave de aprendizaje, Provocar el razonamiento de los estudiantes, sentence 1

Original Text: "Pida a los estudiantes que miren la foto de las formaciones rocosas que abre el día."

Updated Text: "Pida a los estudiantes que miren la foto de las formaciones rocosas que aparece en la primera pantalla del Día 7 de la Lección interactiva".

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 253

Location: Column 1, ¿Puedes explicarlo?, Apoyo para las respuestas de los estudiantes, after sentence 2

Original Text: N/A

Updated Text: "Haz una afirmación sobre la Pregunta guía. Usa evidencias de la lección y el razonamiento para conectar las evidencias con tu afirmación."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 257

Location: Column 1, Día 2: Aire cálido y aire frío, Consejos para la preparación, sentence 1

Original Text: "Necesitará acceso a un grifo de agua caliente y, por seguridad, deberá llenar los moldes usted mismo."

Updated Text: "También se pueden usar moldes de otros tamaños. Necesitará acceso a un grifo de agua caliente. Por seguridad, use una jarra para que usted mismo llene los moldes con el agua caliente."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 261

Location: Column 1, Row 1, evaporación image

Original Text: Image of steam over body of water

Updated Text: Image of pot of boiling water

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 263

Location: Column 1, Consejos para la preparación, sentence 1

Original Text: "Necesitará acceso a un grifo de agua caliente y, por seguridad, deberá llenar los moldes usted mismo."

Updated Text: "También se pueden usar moldes de otros tamaños. Necesitará acceso a un grifo de agua caliente. Por seguridad, use una jarra para que usted mismo llene los moldes con el agua caliente."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 264

Location: Paso 1, sentences 1–5

Original Text: "Forma grupos pequeños. Cada grupo recibe cuatro bolsas y cuatro vasos. Llena cada bolsa con la misma cantidad de agua. Usa la balanza para medir la cantidad de agua de cada bolsa en gramos. Pon cada bolsa dentro de un vaso."

Updated Text: "Pon cada bolsa dentro de un vaso. Llena cada bolsa con la misma cantidad de agua. Usa la balanza para medir la cantidad de agua de cada bolsa, en gramos. Cierra las bolsas."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 27

Location: Column 2, Día 3: ¿De qué color es la tinta negra?, Consejos para la preparación, after last bullet

Original Text: N/A

Updated Text: "Se deben usar marcadores de tinta lavable para esta actividad."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 276

Location: Boleto de salida, Paragraph 2

Original Text: "Dibuja tu modelo en el siguiente espacio. Rotula dónde ocurren las siguientes cosas en tu modelo para ilustrar la secuencia de cómo se movió el agua por encima de la superficie de la Tierra."

Updated Text: "En el siguiente espacio, haz un diagrama de flujo para ilustrar la secuencia de cómo se movió el agua por encima de la superficie de la Tierra en tu modelo. Agrégale rótulos para indicar dónde ocurren las siguientes cosas en tu modelo:"

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 28

Location: Paso 3, bullets 2–4

Original Text: "Rompe 1 o 2 comprimidos en trozos lo suficientemente pequeños para que quepan por la abertura de la botella. Agrega los comprimidos al agua de la botella. Estira rápidamente la boca del globo para cubrir la abertura de la botella y asegúrate de que el globo quede bien ajustado."

Updated Text: "Rompe 1 o 2 comprimidos en trozos lo suficientemente pequeños para que quepan por la boca del globo. Mete los comprimidos en el globo. Estira la boca del globo para cubrir la abertura de la botella y asegúrate de que el globo quede bien ajustado. Inclina el globo de modo que los comprimidos caigan al agua de la botella."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 286

Location: Column 2, Actividad clave de aprendizaje, Demuestre y explique, sentence 1

Original Text: "Demuestre y explique que los objetos comunes están hechos de varios materiales, como plástico, nylon y ceras."

Updated Text: "Demuestre y explique que los materiales comunes están hechos de petróleo, como el plástico, el nailon y las ceras."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 290

Location: Image of water cycle diagram

Original Text: Image of water cycle diagram includes arrows for Transpiración and Agua subterránea and text labels

Updated Text: Image of water cycle diagram without arrows for Transpiración and Agua subterránea, without text labels, with A, B, C, D icons

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 291

Location: Drawing item, image of water cycle diagram

Original Text: Image of water cycle over mountainous area

Updated Text: Image of water cycle over ocean area

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 291

Location: Paragraph 3, sentences 2–3

Original Text: "Muestra dónde se producen la evaporación, la condensación, la precipitación y la escorrentía. Usa flechas para conectar el flujo de agua en el ciclo."

Updated Text: "Usa flechas para mostrar cómo es el ciclo del agua al pasar por la evaporación, la condensación y la precipitación. Rotula como "E" la flecha para la evaporación, como "C" la flecha para la condensación y como "P" la flecha para la precipitación."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 3

Location: Column 1, image 2, temperatura image with thermometer

Original Text: Image of thermometer and blended iced beverage

Updated Text: Image of thermometer

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 308

Location: Image of rock arch in ocean

Original Text: Image of rock arch in ocean

Updated Text: Image of water flowing over smooth rocks

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 310

Location: Práctica matemática, Paragraph 3

Original Text: "limo (0.004-0.0625 mm), arcilla (

Updated Text: "limo (0.01–0.06 mm), arcilla (

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 318

Location: Top image of glacier and bottom image of glacier, caption for bottom image

Original Text: Top image: glacier Bottom image: close-up of glacier Bottom image caption: "Cambios en el glaciar Erasmo, Chile, desde 1987 hasta 2012."

Updated Text: Top image: rock arch in ocean area Bottom image: glacier Bottom image caption: N/A

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 320

Location: Left image of canyon and right image of river through canyon

Original Text: Left image: canyon Right image: river through canyon

Updated Text: Left image: satellite image of Harlequin Lake in 2000 Right image: satellite image of Harlequin Lake in 2020

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 327

Location: Column 1, Día 2: Los productores y la luz solar, Consejos para la preparación, after sentence 2

Original Text: N/A

Updated Text: "Las plantas de hojas pequeñas son la mejor opción para esta actividad. Planifique entre 3 y 7 días para el Paso 9."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*
ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 33

Location: Short answer prompt

Original Text: "Identifica el tipo de metal y describe sus propiedades físicas."

Updated Text: "Describe sus propiedades físicas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 332

Location: Column 2, Consejos para la preparación, after sentence 2

Original Text: N/A

Updated Text: "Las plantas de hojas pequeñas son la mejor opción para esta actividad. Planifique entre 3 y 7 días para el Paso 9."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 343

Location: Column 1, above Pasos 3–4

Original Text: N/A

Updated Text: "Pasos 1–2 Pida a la mitad de los grupos que coloque la hoja boca arriba y a la otra mitad que la coloque boca abajo para que los estudiantes puedan observar ambos lados. Pídales que quiten suavemente con el dedo toda burbuja que haya sobre la roca y la hoja después de colocarlas en el agua."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 36

Location: Column 2, Consejos para la preparación, after last bullet

Original Text: N/A

Updated Text: "Se deben usar marcadores de tinta lavable para esta actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 363

Location: Column 2, Analiza los resultados, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo, sentence 3

Original Text: "Es entonces cuando el flujo de energía se detiene."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 367

Location: Column 2, Indicadores de rendimiento, row 3

Original Text: "construir un modelo de diagrama de fl ujo de un ecosistema, incluyendo el fl ujo de la energía"

Updated Text: "construir un modelo de diagrama de flujo de un ecosistema, incluyendo el flujo de la energía"

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 372

Location: Paso 4, sentence 2

Original Text: "Lleva las esquinas 1, 3, 5 y 7 al centro y atraviésalas con una tachuela. Presiona con cuidado la tachuela a través del centro del papel y atraviesa también un extremo de una pajilla de plástico. "

Updated Text: "Lleva las esquinas 1, 3, 5 y 7 al centro. Pégalas con cinta adhesiva y atraviésalas con la tachuela. Presiona con cuidado la tachuela a través del centro del papel y atraviesa también la goma de borrar."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 383

Location: Column 2, Apoyo para las respuestas de los estudiantes, Respuesta, sentences 2–4

Original Text: "Los fósiles, al igual que los animales y plantas terrestres de hoy, vivían probablemente en la tierra. Aquellos animales y plantas que viven en el agua, probablemente eran acuáticos. Algunos tipos de organismos son y fueron tanto terrestres como acuáticos."

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 386

Location: Column 2, Los estudiantes como científicos, sentences 3–4

Original Text: "Pídales que compartan un ejemplo de cuando tuvieron que entender qué aspecto tenía el mundo en el pasado. Después, hagan una lista entre todos de otros trabajos y"

Updated Text: "Pídales que hagan una lista entre todos de otros trabajos y"

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 420

Location: Column 1, Vocabulario, bullet 4

Original Text: "adquirido:"

Updated Text: "rasgo adquirido:"

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 421

Location: Column 1, Día 2: Mi reflejo en el espejo, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Imprima las Tarjetas ilustradas con antelación."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 421

Location: Column 2, Día 4: Progenitores y descendientes,Parte 2, Consejos para la preparación, sentences 1–4

Original Text: "Imprima imágenes de una flor progenitora morada y de otra flor progenitora roja. Intente elegir flores que tengan algunos rasgos diferentes, por ejemplo, la forma de los pétalos de la flor, o la altura del tallo. Prepare los sobres con recortes de papel con un rasgo individual escrito en cada recorte. Los rasgos deberían coincidir con los rasgos físicos de las flores parentales que eligió."

Updated Text: "Muestre las imágenes de las flores progenitoras para que los estudiantes las usen como referencia. Prepare, imprima y recorte tiras de papel con un rasgo individual en cada una. Prepare sobres que contengan los rasgos de ambas flores progenitoras: color de los pétalos, color de las hojas, forma de las hojas y altura del tallo. Cada sobre debe contener un tipo de rasgo."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 423

Location: Column 1, Conexión con la comunidad, Trabajadores de la salud, sentences 1-2

Original Text: "Pregúnteles a los estudiantes si alguno de sus padres o familiares trabaja como científico o en el campo de la medicina. Si es posible, invite a ese miembro de la familia para hablar sobre cómo utilizan la ciencia en su trabajo."

Updated Text: "Invite a alguien que trabaja en el campo de la medicina para que visite la clase y hable sobre cómo utilizan la ciencia en su trabajo."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 423

Location: Column 1, Conexión con la comunidad, Observar los rasgos

Original Text: "Observar los rasgos: Pida a los estudiantes que observen los rasgos faciales de un miembro de su familia o de otra familia y hagan una lista de los rasgos que observen. Los estudiantes deberían indicar si los rasgos son heredados o adquiridos. A continuación, deberían comparar los rasgos de su lista en esta actividad con la tabla de clase de la investigación del día 2."

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 424

Location: Column 2, Vocabulario, bullet 4

Original Text: "adquirido:"

Updated Text: "rasgo adquirido:"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 426

Location: Column 2, Comprobar la comprensión del estudiante

Original Text: "Después de que los estudiantes trabajen con esta actividad, pídales que completen el Organizador de temas científicos Causa y efecto para describir y reconocer los patrones que hay en sus rasgos físicos heredados."

Updated Text: "Después de que los estudiantes trabajen con esta actividad, pídales que completen el Organizador gráfico Diagrama de Venn para describir y reconocer los patrones que hay en sus rasgos físicos heredados."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 426

Location: Column 2, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Imprima las Tarjetas ilustradas con antelación."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4***
ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 427

Location: Column 1, Pasos 4–8

Original Text: "Pasos 4–8 Si los estudiantes no se sienten seguros sobre qué rasgo físico incluir en la lista, dígales que observen los detalles de sus ojos, nariz, boca, cejas, pelo, y así sucesivamente."

Updated Text: "Pasos 5–8 Los hoyuelos, la lengua curvada, los lóbulos de las orejas pegados, la barbilla hendida y la textura del cabello son rasgos físicos que los estudiantes pueden observar al mirarse en el espejo o al percibir con las manos mediante el tacto. Provea una tabla para la clase donde los estudiantes puedan colocar sus datos anónimamente."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 427

Location: Column 1, Práctica matemática, Apoyo para las respuestas de los estudiantes, Práctica matemática

Original Text: "Apoyo para las respuestas de los estudiantes Práctica matemática: Los estudiantes deberían usar los datos de la gráfica de la clase para construir una gráfica de barras. Los estudiantes deben escribir su respuesta en el interactivo.

Respuesta de ejemplo: Un número de estudiantes tenía el pelo rizado y hoyuelos, pero no tantos estudiantes tenían pecas, y ninguno tenía el lóbulo de la oreja pegado."

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 427

Location: Column 2, Diferenciación: Reto, sentences 1–4

Original Text: "Diferenciación: Reto Desafíe a los estudiantes a que amplíen sus observaciones en casa. Pídales que lleven la tabla de Rasgos heredados a casa y observen y registren los datos sobre otros miembros de la familia, vivan con ellos o en otro lugar, que poseen los mismo rasgos. Pídales que busquen patrones en sus datos. Si le parece oportuno, pídales que presenten sus hallazgos a la clase."

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 427

Location: Column 1, Paso 1 and Pasos 2–3

Original Text: "Paso 1 ... Pasos 2–3 ... Tenga preparado papel para gráficas para crear una tabla con la clase y una gráfica de barras."

Updated Text: "Paso 1 ... Los estudiantes con discapacidad visual pueden usar las manos para percibir con el tacto sus rasgos físicos. Pasos 2–3 No pida a los estudiantes que comparen sus rasgos con los de los miembros de su familia para predecir los rasgos heredados y adquiridos, ya que algunos estudiantes pueden no estar relacionados genéticamente con los miembros de su familia. ... Tenga preparado papel para gráficas para crear una tabla con la clase y una gráfica de barras."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 430

Location: Column 1, Actividad clave de aprendizaje, Dirija un debate en grupo, sentence 1

Original Text: "Dirija un debate en grupo sobre las similitudes y diferencias que ven los estudiantes en las formas en que los humanos y los animales heredan y adquieren los rasgos."

Updated Text: "Dirija un debate en grupo sobre los rasgos heredados y adquiridos que tienen los animales."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 430

Location: Column 2, Apoyo para las respuestas de los estudiantes

Original Text: "Une cada pareja de progenitores con sus crías. Los estudiantes deberían seleccionar las siguientes Respuesta: longhorn—ternero 1; alce—foto del medio en la fila de abajo; niala—tercera foto de la fila de abajo; ciervo canadiense—primera foto de la fila de abajo; Puedes mirar los rasgos físicos heredados como la estructura corporal, para ver qué crías pertenecen a qué grupo de progenitores."

Updated Text: "Lee sobre cada grupo de animales para emparejar a los progenitores con su descendencia. Respuesta: alce: progenitores arriba a la izquierda, descendencia abajo al medio; niala: progenitores arriba al medio, descendencia abajo a la derecha; ciervo canadiense: progenitores arriba a la derecha, descendencia abajo a la izquierda"

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 430

Location: Column 2, Consejos para la preparación, sentences 1–2

Original Text: "Imprima las imágenes con antelación. Las imágenes de ganado vacuno Texas Longhorn para el paso 1 así como las tres series de imágenes de los grupos de progenitores y descendientes para el paso 3."

Updated Text: "Imprima las Tarjetas ilustradas con antelación."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 431

Location: Column 1, Diferenciación: Apoyo adicional, sentence 3

Original Text: "Puede pensar también en emparejar a estos estudiantes con un compañero mentor."

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 432

Location: Column 2, Consejos para la preparación, sentence 1

Original Text: "Prepare los sobres que contienen trozos de papel con los rasgos que la flor descendiente puede heredar: color de los pétalos, color de la hoja, forma de la hoja y altura del tallo."

Updated Text: "Muestre las imágenes de las flores progenitoras para que los estudiantes las usen como referencia. Prepare, imprima y recorte tiras de papel con un rasgo individual en cada una. Prepare sobres que contengan los rasgos de ambas flores progenitoras: color de los pétalos, color de las hojas, forma de las hojas y altura del tallo."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 435

Location: Column 2, Indicadores de rendimiento, row 3

Original Text: "identificar la relación causa-efecto entre las plantas o flores progenitoras y su descendencia"

Updated Text: "identificar la relación causa-efecto entre los factores ambientales y los rasgos adquiridos de las plantas"

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 438

Location: Column 1, Paragraph 1, sentence 4

Original Text: "Los estudiantes deberían entender que la ciencia nos ayuda a tener vidas más sanas."

Updated Text: "Los estudiantes deberían entender que muchos científicos trabajan para ayudar a las personas a tener vidas más sanas."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 45

Location: Paso 3, sentence 4

Original Text: "Sostén cada tira de forma vertical dentro del vaso; el papel apenas debe tocar el agua."

Updated Text: "Pega con cinta adhesiva el extremo de cada tira de papel al borde del lápiz. Coloca el lápiz sobre la parte superior del vaso de modo que el papel apenas toque el agua."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 5

Location: Column 1, Conexión con la comunidad, Propiedades de los alimentos

Original Text: "Propiedades de los alimentos: Los estudiantes exploran cómo las propiedades físicas de los alimentos, como la temperatura y la masa, influyen en la forma de comprar y almacenar los alimentos. Pida a los estudiantes que elaboren una lista de compras y determinen cómo empaquetarían los alimentos en diferentes bolsas. Los alimentos fríos deben ir en una bolsa aparte; los más pesados deben ir en el fondo de cada bolsa."

Updated Text: N/A

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 5

Location: Column 1, Práctica matemática, Día 2

Original Text: "Los estudiantes determinarán el peso aproximado de diferentes objetos. Si los estudiantes tienen dificultades con este concepto, pídales que ordenen los objetos del más liviano al más pesado antes de seleccionar el peso de cada objeto."

Updated Text: "Los estudiantes determinarán la masa aproximada de diferentes objetos. Si los estudiantes tienen dificultades con este concepto, pídales que ordenen los objetos según la cantidad de materia que tiene cada uno."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 553

Location: Left image of man with long hair, caption, sentences 3–4

Original Text: "El sol puede broncear o quemar la piel. La alimentación y el ejercicio pueden afectar el peso."

Updated Text: "El sol puede cambiar la apariencia de la piel."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 567

Location: Top of page, above Language SmArts

Original Text: N/A

Updated Text: "Escribe un cuento"

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 8

Location: Práctica matemática, sentences 1–3

Original Text: "La mayoría de los estadounidenses miden el peso en libras. Las onzas o libras son unidades de peso tradicionales. En el sistema métrico (SI) se usan unidades denominadas gramos para medir la masa."

Updated Text: "En el sistema métrico (SI), se usan unidades denominadas gramos para medir la masa. Los gramos (g) son mucho más pequeños que los kilogramos (kg). Los miligramos (mg) son aún más pequeños que los gramos. La mayoría de los estadounidenses miden el peso en libras. Las onzas y las libras son unidades de peso tradicionales."

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ISBN: 9780358881322

Type: Editorial Change

Current Page Number(s): p. 8

Location: Práctica matemática, matching item, option bank

Original Text: "Entre 3 y 4 libras"

Updated Text: "Entre 1 y 2 kg"

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 9

Location: Column 2, Práctica matemática, after paragraph 1

Original Text: N/A

Updated Text: "Ayude a los estudiantes a comprender el tamaño relativo de cada unidad de medida del problema."

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ISBN: 9780358841753

Type: Editorial Change

Current Page Number(s): p. 9

Location: Column 2, Apoyo para las respuestas de los estudiantes, Práctica matemática, Respuesta de ejemplo, sentence 3

Original Text: "aproximadamente 3–4 libras."

Updated Text: "entre 1 y 2 kg."

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): Procesos en la Tierra (TEKS 4.10) Prueba A, p. 2

Location: Item 4, prompt, table titles, table data

Original Text: "La tabla muestra los datos del clima de cuatro ciudades. La temperatura está dada en grados Fahrenheit, °F." Promedio de precipitaciones (pulgadas) Temperaturas bajas promedio (°F) Temperaturas altas promedio (°F) Ciudad 1 43.8, 44, 59 Ciudad 2 14.8, 56, 71 Ciudad 3 62.7, 61, 78 Ciudad 4 16.1, 46, 63

Updated Text: "La tabla muestra los datos del clima de cuatro ciudades. La temperatura está dada en grados Celsius, °C." Promedio de precipitaciones (cm) Temperaturas bajas promedio (°C) Temperaturas altas promedio (°C) Ciudad 1 111.3, 7, 15 Ciudad 2 37.6, 13, 22 Ciudad 3 159.3, 16, 26 Ciudad 4 40.9, 8, 17

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Type: Editorial Change

Current Page Number(s): Procesos en la Tierra (TEKS 4.10) Prueba A, p.3

Location: Item 5, Answer choices

Original Text: A. "La ciudad tiene una temperatura alta promedio de 59 °F, el promedio de precipitaciones es de 43.8 pulgadas y el clima tiene veranos húmedos y cálidos e inviernos fríos y con nieve" B. "La ciudad tiene una temperatura alta promedio de 63 °F, el promedio de precipitaciones es de 16.1 pulgadas y el clima tiene inviernos fríos y con nieve y veranos cálidos y secos" C. "La ciudad tiene una temperatura alta promedio de 71 °F, el promedio de precipitaciones es de 14.8 pulgadas y el clima es moderado a cálido durante todo el año con veranos secos y cortas temporadas de lluvias en invierno" D. "La ciudad tiene una temperatura alta promedio de 78 °F, el promedio de precipitaciones es de 62.7 pulgadas y el clima es húmedo con veranos muy húmedos e inviernos templados y cortos"

Updated Text: A. "La ciudad tiene una temperatura alta promedio de 15 °C, el promedio de precipitaciones es de 111.3 cm, y el clima tiene veranos húmedos y cálidos e inviernos fríos y con nieve" B. "La ciudad tiene una temperatura alta promedio de 17 °C, el promedio de precipitaciones es de 40.9 cm, y el clima tiene inviernos fríos y con nieve y veranos cálidos y secos" C. "La ciudad tiene una temperatura alta promedio de 22 °C, el promedio de precipitaciones es de 37.6 cm y el clima es moderado a cálido durante todo el año, con veranos secos y cortas temporadas de lluvias en el invierno" D. "La ciudad tiene una temperatura alta promedio de 26 °C, el promedio de precipitaciones es de 159.3 cm y el clima es húmedo, con veranos muy húmedos e inviernos templados y cortos"

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ISBN: 9780358881674

Type: Editorial Change

Current Page Number(s): TEKS 4.1-4.5 Banco de destrezas y temas, p. 11

Location: Banco de destrezas y temas (TEKS 4.1-4.5), Item 23, Question and Table Art

Original Text: "Un estudiante pone a prueba por cuánto tiempo el agua se mantiene fresca en dos tipos de botellas. Llena cada una con agua a una temperatura de 42 °F. Luego, mide la temperatura cada 30 minutos y anota los datos de cada botella." Table 1 44 °F; 46 °F ;48 °F; 50 °F Table 2 43 °F ; 44 °F; 45 °F; 46 °F

Updated Text: "Un estudiante pone a prueba por cuánto tiempo el agua se mantiene fresca en dos tipos de botellas. Llena cada una con agua a una temperatura de 4 °C. Luego, mide la temperatura cada 30 minutos y anota los datos de cada botella." Table 1 6 °C, 8 °C, 10 °C, 12 °C Table 2 5 °C, 6 °C, 7 °C, 8 °C

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Day 2, Screen 6

Location: Analiza los resultados, Short Answer interactivity, Ejemplo de respuesta, sentence 3

Original Text: "El agua de las bolsas cerradas no tenía adónde ir y no podía salir de las bolsas mediante la evaporación."

Updated Text: "El agua de las bolsas cerradas no tenía adónde ir."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Día 1, Screen 3

Location: Flip Card interactivity, evaporación card, image of steam over body of water

Original Text: Image of steam over body of water

Updated Text: Image of pot of boiling water

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Día 2, Screen 3

Location: Paso 1, sentences 1–5

Original Text: "Forma grupos pequeños. Cada grupo recibe cuatro bolsas y cuatro vasos. Llena cada bolsa con la misma cantidad de agua. Usa la balanza para medir la cantidad de agua de cada bolsa en gramos. Pon cada bolsa dentro de un vaso."

Updated Text: "Pon cada bolsa dentro de un vaso. Llena cada bolsa con la misma cantidad de agua. Usa la balanza para medir la cantidad de agua de cada bolsa, en gramos. Cierra las bolsas."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Día 6, Screen 5

Location: Boleto de salida, Short Answer interactivity, Ejemplo de respuesta, sentences 1–2

Original Text: "Una limitación es que algunos de los materiales disponibles podrían hundirse y el agua por encima de esos materiales podría evaporarse. Me hubiera gustado usar un material que flote sobre la superficie del agua."

Updated Text: "Una limitación es que los vasos disponibles tenían una abertura ancha. Me hubiera gustado usar un vaso con una abertura muy angosta."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Día 7, Screen 5

Location: Analiza los resultados, Short Answer interactivity, Ejemplo de respuesta, sentence 3

Original Text: "El plástico para envolver alimentos podría sellar por completo una bandeja de galletas, pero no creo que funcione sobre miles de acres cuadrados."

Updated Text: "El plástico transparente para envolver alimentos podría sellar por completo un vaso, pero no creo que funcione sobre un área muy grande."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Día 8, Screen 3

Location: Drawing Interactivity, image of water cycle diagram

Original Text: Image of water cycle over mountainous area

Updated Text: Image of water cycle over ocean area

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Día 8, Screen 3

Location: Drawing Interactivity, prompt, sentences 2–3

Original Text: "Muestra dónde se producen la evaporación, la condensación, la precipitación y la escorrentía. Usa flechas para conectar el flujo de agua en el ciclo."

Updated Text: "Usa flechas para mostrar cómo es el ciclo del agua al pasar por la evaporación, la condensación y la precipitación. Rotula como "E" la flecha para la evaporación, como "C" la flecha para la condensación y como "P" la flecha para la precipitación."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.A, Día 9, Screen 5

Location: Short Answer interactivity, Ejemplo de respuesta, sentences 2–3

Original Text: "Mis evidencias vienen de mis investigaciones, que me mostraron cómo el agua se evapora, se condensa, vuelve a caer a la Tierra y se acumula en forma de escorrentía. Mi razonamiento es que la nieve cayó en las montañas y, mientras el sol calentaba la Tierra, la nieve se derritió y corrió cuesta abajo en forma de arroyos."

Updated Text: "Mis evidencias vienen de mis investigaciones, que me mostraron cómo el agua se evapora, se condensa, vuelve a caer a la Tierra y corre por su superficie. Mi razonamiento es que la nieve cayó en las montañas y, mientras el sol calentaba la Tierra, la nieve se derritió y se acumuló en arroyos que corrieron cuesta abajo."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.B, Day 3, Screen 5

Location: Práctica matemática, Drag and Drop interactivity, draggable options

Original Text: "arcilla (

Updated Text: "arcilla (

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.B, Día 3, Screen 5

Location: Short Answer interactivity, prompt and Ejemplo de respuesta

Original Text: "Algunas cribas solo pueden atrapar partículas de más de 5 mm de tamaño. ¿Cuáles de los seis tipos de sedimentos pasarán a través de una criba de 5 mm? ¿Qué sedimentos crees que se depositarían en el río y cuáles viajarían hasta el océano?" Ejemplo de respuesta: "La arcilla, el limo y la arena no quedarán atrapados por la criba. Estos viajarían hasta el océano y el resto se depositaría en el fondo del río."

Updated Text: "Algunas cribas solo pueden atrapar partículas de más de 5 mm de tamaño. ¿Cuáles de los seis tipos de sedimentos pasarán a través de una criba de 5 mm?" Ejemplo de respuesta: "La arcilla, el limo y la arena no quedarán atrapados por la criba."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.10.B, Día 8, Screen 6

Location: ¿Puedes explicarlo?, Short Answer interactivity, prompt above image of rock slope

Original Text: N/A

Updated Text: "Haz una afirmación sobre la Pregunta guía. Usa evidencias de la lección y el razonamiento para conectar las evidencias con tu afirmación."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.11.A, Día 2, Screen 3

Location: Paso 4, sentence 2

Original Text: "Lleva las esquinas 1, 3, 5 y 7 al centro y atraviésalas con una tachuela. Presiona con cuidado la tachuela a través del centro del papel y atraviesa también un extremo de una pajilla de plástico. "

Updated Text: "Lleva las esquinas 1, 3, 5 y 7 al centro. Pégalas con cinta adhesiva y atraviésalas con la tachuela. Presiona con cuidado la tachuela a través del centro del papel y atraviesa también la goma de borrar."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.12.B, Día 3, Screen 5

Location: Short Answer interactivity, Ejemplo de respuesta, sentence 3

Original Text: "Es entonces cuando el flujo de energía se detiene."

Updated Text: N/A

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.13.B, Día 3, Screen 5

Location: Paragraph 2, below Line Matching interactivity, sentence 1

Original Text: "Elige una de las crías que aparecen en las imágenes."

Updated Text: "Elige uno de los progenitores que aparecen en las imágenes."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.13.B, Día 5, Screen 2

Location: Top of screen, above Language SmArts

Original Text: N/A

Updated Text: "Escribe un cuento"

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Día 1, Screen 3

Location: Flip Card interactivity, temperatura card, image of thermometer

Original Text: Image of thermometer and blended iced beverage

Updated Text: Image of thermometer

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Día 2, Screen 5

Location: Práctica matemática, sentences 1–3

Original Text: "La mayoría de los estadounidenses miden el peso en libras. Las onzas o libras son unidades de peso tradicionales. En el sistema métrico (SI) se usan unidades denominadas gramos para medir la masa."

Updated Text: "En el sistema métrico (SI), se usan unidades denominadas gramos para medir la masa. Los gramos (g) son mucho más pequeños que los kilogramos (kg). Los miligramos (mg) son aún más pequeños que los gramos. La mayoría de los estadounidenses miden el peso en libras. Las onzas y las libras son unidades de peso tradicionales."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Día 2, Screen 5

Location: Práctica matemática, Drag and Drop interactivity, draggable option

Original Text: "Entre 3 y 4 libras"

Updated Text: "Entre 1 y 2 kg"

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Día 2, Screen 6

Location: Short Answer interactivity, Ejemplo de respuesta

Original Text: "Algunos objetos pesan más o menos que otros."

Updated Text: "Algunos objetos tienen más o menos masa que otros."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Día 4, Screen 5

Location: Analiza los resultados, sentence 3, and Short Answer interactivity, Ejemplo de respuesta

Original Text: "Para ello, observa las temperaturas que registraste en grados Celsius (ºC) y Fahrenheit (ºF)." Ejemplo de respuesta: "El vaso con la temperatura más alta es el más caliente, y el vaso con la temperatura más baja es el más frío."

Updated Text: "Para ello, observa las temperaturas que registraste en grados Celsius (ºC)." Ejemplo de respuesta: "El Vaso 2 era el más caliente, ya que tenía la temperatura más alta. Seguía el Vaso 3, que tenía una temperatura media. El Vaso 1 era el más frío, ya que tenía la temperatura más baja."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Día 6, Screen 3

Location: Paso 3, bullets 2–4

Original Text: "Rompe 1 o 2 comprimidos en trozos lo suficientemente pequeños para que quepan por la abertura de la botella. Agrega los comprimidos al agua de la botella. Estira rápidamente la boca del globo para cubrir la abertura de la botella y asegúrate de que el globo quede bien ajustado."

Updated Text: "Rompe 1 o 2 comprimidos en trozos lo suficientemente pequeños para que quepan por la boca del globo. Mete los comprimidos en el globo. Estira la boca del globo para cubrir la abertura de la botella y asegúrate de que el globo quede bien ajustado. Inclina el globo de modo que los comprimidos caigan al agua de la botella."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.A, Día 7, Screen 3

Location: Short Answer interactivity, sentence 3, and Respuesta de ejemplo, all sentences

Original Text: "Identifica el tipo de metal y describe sus propiedades físicas." Respuesta de ejemplo: "Observo una pulsera que está hecha de cobre. Es brillante y dura, de color anaranjado. Observo un tenedor de acero inoxidable. Es brillante y duro. Observo un clip de acero. Es brillante, duro y magnético."

Updated Text: "Describe sus propiedades físicas." Respuesta de ejemplo: "Observo una pulsera. Es brillante y dura, de color anaranjado. Observo un tenedor. Es brillante y duro. Observo un clip. Es brillante, duro y magnético."

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ISBN: 9780358881582

Type: Editorial Change

Current Page Number(s): TEKS Lesson 4.6.B, Día 3, Screen 3

Location: Paso 3, sentence 4

Original Text: "Sostén cada tira de forma vertical dentro del vaso; el papel apenas debe tocar el agua."

Updated Text: "Pega con cinta adhesiva el extremo de cada tira de papel al borde del lápiz. Coloca el lápiz sobre la parte superior del vaso de modo que el papel apenas toque el agua."

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 5

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

Editorial Changes

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): Cambios en los ecosistemas (TEKS 5.12.B) Examen breve A, p. 2

Location: Item 4, Prompt and art

Original Text: Image of bumblebee "Debido a una enfermedad, la población de abejorros en el ecosistema ha disminuido. En un principio, ¿qué ocurrirá con el ciclo de energía dentro de la red alimentaria? Escribe la letra de cada respuesta en el recuadro correcto."

Updated Text: Image of caterpillar. "Debido a una enfermedad, la población de orugas en el ecosistema ha disminuido. En un principio, ¿qué ocurrirá con el ciclo de energía dentro de la red alimentaria? Escribe la letra de cada respuesta en el recuadro correcto." [HMH: Last sentence 'Move each answer to the correct box' seemed to be an error and did not match the text on Ed/Box. I used the Ed/Box version.]

Component: ***HMH Into Science Texas Teacher License Digital Grade 5***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): El estado del tiempo y el ciclo del agua (TEKS 5.10.A) Examen breve A, p. 1

Location: Item 3, Answer Choices A, B, C, and D

Original Text: "A. El primer estudiante explica que el calor del sol disminuye la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes cumulonimbos B. La segunda estudiante explica que el calor del sol aumenta la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes cumulonimbos C. La tercera estudiante explica que el calor de la atmósfera aumenta la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes cumulonimbos D. El cuarto estudiante explica que el calor del océano aumenta la temperatura de la atmósfera, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes cumulonimbos"

Updated Text: "A. El primer estudiante explica que el calor del sol disminuye la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes B. La segunda estudiante explica que el calor del sol aumenta la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes C. La tercera estudiante explica que el calor de la atmósfera aumenta la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes D. El cuarto estudiante explica que el calor del océano aumenta la temperatura de la atmósfera, haciendo que el agua se condense; luego, el vapor se enfría y se evapora, formando nubes"

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ISBN: 9780358881681

Type: Editorial Change

Current Page Number(s): La materia y la energía (TEKS 5.6) Prueba A, p.1

Location: Item 2, Answer Choice B

Original Text: "B. La masa del vinagre disminuye en el tazón con agua"

Updated Text: "B. La masa del vinagre disminuye en el agua"

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 122

Location: Paso 4, sentence 3

Original Text: N/A

Updated Text: "Observa la pelota."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 131

Location: Column 1, Paso 4

Original Text: "Paso 4"

Updated Text: "Paso 5"

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 135

Location: Column 1, Pasos 2-4, paragraph 1, sentence 2

Original Text: N/A

Updated Text: "Tenga en cuenta que este cohete se moverá de lado a lado, no de arriba abajo. Debe tirarse de la cuerda firmemente para facilitar el movimiento. A medida que repasa los planes de los estudiantes, asegúrese de comprobar este detalle con ellos."

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 160

Location: Paso 4

Original Text: "Realiza la investigación sobre la altura de una rampa que diseñaste en la Parte 1."

Updated Text: "Repasa la investigación sobre la altura de una rampa que diseñaste en la Parte 1."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 174

Location: Column 2, Circuitos y sistemas, paragraph 1

Original Text: N/A

Updated Text: "Apoyo para las respuestas de los estudiantes Haz un modelo de un circuito completo de un foco e incluye todas las partes del sistema. Luego, dibuja un segundo modelo, pero deja una interrupción en el circuito eléctrico. Rotula tus modelos para mostrar cómo funcionan las partes interdependientes del sistema, centrándote en lo que le ocurre al foco en cada circuito. El primer modelo de los estudiantes debe mostrar un bucle completo que incluya una fuente de energía y un foco. El segundo modelo debe incluir partes similares, pero con una interrupción en el circuito. Los rótulos deben mostrar que la trayectoria es necesaria para hacer un circuito completo. Los estudiantes deben identificar la fuente de energía y que el foco transforma la energía eléctrica en calor y luz."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 176

Location: Column 2, Key activity, Hacer un modelo y explicar, sentence 4

Original Text: "...Anime a los estudiantes a hacer circuitos únicos propios agregando, quitando y reordenando los componentes."

Updated Text: "…Un cortocircuito sucede cuando los terminales de una batería están conectados a un cable sin ningún otro componente en el trayecto. Los cortocircuitos se calientan rápido y pueden producir daños. Advierta a los estudiantes que eviten construir cortocircuitos."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 176

Location: Column 2, Seguridad, sentence 5

Original Text: N/A

Updated Text: "Recuérdeles que no toquen el ventilador cuando las aspas están girando."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 177

Location: Column 1, Paso 1, sentence 3

Original Text: N/A

Updated Text: "Probablemente el circuito requiera dos baterías para encender la bombilla. Se puede usar un soporte de baterías doble o bien dos soportes de baterías individuales."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 177

Location: Column 2, PAGE 222

Original Text: N/A

Updated Text: "Paso 4 Apoyo para las respuestas de los estudiantes Reemplaza el foco por un ventilador. ¿Afecta esto las transformaciones de energía del circuito? ¿Oyes en este circuito alguna diferencia que no oías en el primer circuito? Respuesta de ejemplo: Observé que el ventilador hace ruido. Además, la energía se transformó en energía de movimiento."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 180

Location: Column 2, Seguridad, sentence 5

Original Text: N/A

Updated Text: "Recuerde a los estudiantes que deben evitar hacer un cortocircuito."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 181

Location: Column 1, Pasos 2–3, sentence 2

Original Text: N/A

Updated Text: "Al sujetar el clip debajo del cierre, las conexiones se mantienen en su lugar mientras los estudiantes reconectan la batería. Sin embargo, el circuito también se puede conectar apoyando el clip en la parte superior de los cierres."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 182

Location: Column 1, Top of Page

Original Text: N/A

Updated Text: "PÁGINA 228 Apoyo para las respuestas de los estudiantes Desarrollar modelos Dibuja modelos de tus dos circuitos e indica claramente la posición de los interruptores que encienden el foco. Los dibujos de los estudiantes deben mostrar que cada modelo tiene una trayectoria cerrada para que las cargas circulen por el circuito."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 184

Location: Column 1, paragraph 1

Original Text: N/A

Updated Text: "Apoyo para las respuestas de los estudiantes Investiga el CAD como solución innovadora. Enumera tres aspectos en los que el CAD ha mejorado la sociedad. Respuesta de ejemplo: El CAD ha acelerado el proceso de desarrollo y lo ha hecho más barato, de modo que es posible obtener soluciones a los problemas en menos tiempo. El CAD les permite a los diseñadores modificar y optimizar sus soluciones de manera fácil, por lo que las soluciones cuestan menos dinero cuando llegan al público. Los diseñadores usan CAD para hacer productos más seguros."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 189

Location: Column 1, Día 2, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "No utilice fuentes de luz con focos LED en esta actividad."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 193

Location: Column 1, Contexto del maestro sobre el fenómeno, sentence 4

Original Text: "Un lente convexo provoca que la luz refracte."

Updated Text: "Los lentes provocan que la luz se refracte. La luz se puede absorber."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 194

Location: Column 2, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "No utilice fuentes de luz con focos LED en esta actividad."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 195

Location: Column 2, Pasos 3-4

Original Text: N/A

Updated Text: "Coloca el prisma a la luz directa del sol. Anota lo que observas. Respuesta de ejemplo: Veo un arcoíris de colores que sale de un lado del prisma si lo coloco en la posición justa. [blue box] Usa tus crayones para mostrar qué se produce cuando la luz atraviesa un prisma. Coloca los colores en el orden en que los observas. Los dibujos de los estudiantes deben mostrar que entra luz blanca por un lado del prisma y sale un arcoíris de colores por el otro. La luz azul debería estar en el lado opuesto a la luz roja. [end blue box]"

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 208

Location: Column 2, Estudia la refracción

Original Text: N/A

Updated Text: "Explica por qué este es un ejemplo de refracción de la luz. Respuesta de ejemplo: El láser se curva cuando entra al tanque y el agua; esto es refracción."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 211

Location: Column 1, Apoyo para las respuestas de los estudiantes

Original Text: N/A

Updated Text: "Afirmaciones, evidencias y razonamiento: Haz una afirmación sobre por qué la pajilla se ve rota en un vaso de agua. Justifica tu afirmación con evidencias de tu investigación. Explica tu razonamiento y relaciona la afirmación con tus evidencias."

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 220

Location: Column 2, Seguridad, sentence 5

Original Text: N/A

Updated Text: "No toques el ventilador cuando las aspas están girando."

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 263

Location: Paragraph 2

Original Text: "Los arcoíris se forman cuando se produce un cambio en la atmósfera y llueve en la zona. La lluvia refracta la luz. Cuando la luz solar se refracta en la lluvia, vemos un desvío de colores al que llamamos arcoíris."

Updated Text: "Los arcoíris se forman cuando hay gotas de agua en el aire y brilla el sol. Las gotas de agua cambian la luz del sol por reflexión y refracción. Cuando la luz solar se refracta de esta manera, vemos un desvío de colores al que llamamos arcoíris."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 287

Location: Column 2, Materiales, bullet points and Consejos para la preparación

Original Text: • un molde grande para hornear o asar • agua • arena "Pruebe el modelo con antelación para determinar cuántos libros se necesitan para elevar el molde de modo que la investigación funcione como corresponda."

Updated Text: • un molde grande para hornear o asar • un rollo de toallas de papel cortado por la mitad • papel de aluminio • agua • arena "Pruebe el modelo con antelación para determinar cuántos libros se necesitan. Corte verticalmente, a lo largo, los rollos de toallas de papel y cubra la parte inferior con papel de aluminio como protección."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 300

Location: Column 2, Materiales, bullet points and Consejos para la preparación

Original Text: • un molde grande para hornear o asar • agua • arena "Pruebe el modelo con antelación para determinar cuántos libros se necesitan para elevar el molde de modo que la investigación funcione como corresponda."

Updated Text: • un molde grande para hornear o asar • un rollo de toallas de papel cortado por la mitad • papel de aluminio • agua • arena "Pruebe el modelo con antelación para determinar cuántos libros se necesitan. Corte verticalmente, a lo largo, los rollos de toallas de papel y cubra la parte inferior con papel de aluminio como protección."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 301

Location: Column 1, Paso 1 paragraph

Original Text: "Dos tercios de la superficie del molde deben estar cubiertos con arena. Si los estudiantes no están seguros de cómo se ven las proporciones, comente cómo dividir el molde en tercios. Pídales que comenten si el molde tiene demasiada arena o no tiene suficiente."

Updated Text: "Dos tercios del rollo de toallas de papel cortado por la mitad deben estar cubiertos con arena. Asegúrese de que los estudiantes presionen la arena. Si eso les resulta difícil, puede agregar un poco de agua a la arena, de modo que se mantenga en su lugar cuando se incline el rollo."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 333

Location: Column 2, Día 4, Consejos para la preparación, sentence 4

Original Text: N/A

Updated Text: "Se pueden usar cochinillas en vez de lombrices de tierra. Los peces pueden vivir muchos años en una pecera con el cuidado adecuado. Si no puede comprometerse a mantener la pecera, pida a los estudiantes que construyan terrarios. Como alternativa, muchos complejos marinos grandes ofrecen videos transmitidos en vivo de sus acuarios. Puede buscar uno de estos videos en Internet para que los estudiantes realicen sus observaciones."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 346

Location: Column 2, Consejos para la preparación, sentence 4

Original Text: N/A

Updated Text: "Se pueden usar cochinillas en vez de lombrices de tierra. Los peces pueden vivir muchos años en una pecera con el cuidado adecuado. Si no puede comprometerse a mantener la pecera, pida a los estudiantes que construyan terrarios. Como alternativa, muchos complejos marinos grandes ofrecen videos transmitidos en vivo de sus acuarios. Puede buscar uno de estos videos en Internet para que los estudiantes realicen sus observaciones."

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 36

Location: Top of page

Original Text: N/A

Updated Text: "Muchas de las propiedades físicas observables y comprobables pueden usarse para comparar y contrastar otra materia, además de la que se estudia en las investigaciones. Tal es el caso de cierta materia sólida, como las rocas. Los sólidos tienen un volumen definido y no adoptan la forma del recipiente que los contiene. Los líquidos, como el agua, también tienen un volumen definido, pero asumirán la forma del recipiente en el que se encuentran. Por ejemplo, al verter leche del cartón a un vaso, esta cambia de forma. Los gases, como el aire, no tienen un volumen fijo. Estos se expandirán para ocupar el recipiente que los contiene. Otra propiedad que se puede usar para comparar y contrastar materia es el magnetismo. Un imán atraerá clips metálicos. La mayoría de los no metales, como el plástico y la madera, no serán atraídos por el imán."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 368

Location: Column 1, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo

Original Text: "Cuando aumentó la población de alces, la población de lobos también aumentó porque tenían más comida. Una mayor población de lobos significa que comerían más alces, lo que haría que disminuyera la población de alces. Cuando la población de alces fue más pequeña, la población de lobos también disminuyó porque tenían menos comida."

Updated Text: "Cuando disminuyó la población de lobos entre 1980 y 1990, la población de alces aumentó. Cuando la población de alces aumentó después de 2010, la población de lobos comenzó a aumentar. Esto probablemente se debió a que tenían más alimento. Una mayor población de lobos significa que se comen más alces, lo que hace disminuir la población de alces."

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 386

Location: Materiales, bullet points

Original Text: • un molde grande para hornear o asar • agua • arena

Updated Text: • un molde grande para hornear o asar • un rollo de toallas de papel cortado por la mitad • papel de aluminio • agua • arena

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5***
ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 387

Location: Paso 1, Paso 2, Paso 3 y Paso 4 paragraphs

Original Text: "Paso 1 Usa las proporciones para preparar tu modelo. Llena parcialmente el molde para asar de modo que tenga unos dos tercios de arena. Deja vacío un tercio del fondo del molde. Paso 2 Dibuja con el dedo un “río” en la arena. Luego, usa los libros para elevar el lado arenoso del molde para asar. Paso 3 Usa el mapa secuencial que aparece más adelante en esta actividad para mostrar el aspecto actual del molde para asar. Paso 4 Ponte los lentes de seguridad. Vierte lentamente dos vasos de agua en el río, cerca de la parte superior del molde. Observa lo que ocurre a lo largo del río y en la base del molde."

Updated Text: "Paso 1 Usa las proporciones para preparar tu modelo de río. Cubre el interior del rollo de toallas de papel con papel de aluminio. Llénalo parcialmente de modo que tenga unos dos tercios de arena. Asegúrate de que la arena tenga entre 5 y 7 cm de profundidad. Presiona la arena para que no se mueva. Paso 2 Luego, usa los libros para elevar un lado del rollo de toallas de papel. Vierte agua en el fondo del molde para asar para formar un “océano”. Coloca el rollo de toallas de papel de modo que la parte más baja se apoye en el molde, y el río desemboque en el océano. Paso 3 Usa el mapa secuencial que aparece más adelante en esta actividad para mostrar el aspecto actual de tu modelo. Paso 4 Ponte los lentes de seguridad. Vierte lentamente dos vasos de agua cerca de la parte superior del rollo, para que corra por el río. Observa lo que ocurre a lo largo del río y en la base del molde, en el océano."

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 388

Location: Paso 6, Paso 7, Paso 8 paragraphs

Original Text: "Paso 6 Con los lentes de seguridad puestos, usa el vaso para quitar la mayor parte del lago que se ha formado en el fondo del molde. Ten cuidado de no alterar los sedimentos del fondo del río. Dibuja lo que ves en tu mapa secuencial. Paso 7 Repite los Pasos 4 a 6 hasta que hayas vertido 10 vasos en total en el molde. Paso 8 Asegúrate de dibujar el río final en tu mapa secuencial."

Updated Text: "Paso 6 Repite los Pasos 4 a 5 hasta que hayas vertido 10 vasos en total en el molde. Cuando repitas los pasos, intenta cambiar la manera de verter el agua. Hazlo más rápido o más lento. Incluye esto en tu mapa secuencial. Paso 7 Asegúrate de dibujar el aspecto final de tu modelo en tu mapa secuencial."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 413

Location: Column 1, Paso 6, sentence 4

Original Text: N/A

Updated Text: "Los trozos deben ser muy delgados para que puedan analizarse en el microscopio. Se pueden usar portaobjetos preparados con muestras de plantas en lugar de las muestras recolectadas por los estudiantes."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 428

Location: ANÁLISIS DE ÍTEMS TEKS Table, Item 5 Column

Original Text: [column for Item 5 and correlations to standards]

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5***
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 429

Location: Column 1, Día 7, Personajes de las ciencias

Original Text: "El Dr. Charles Henry Turnel"

Updated Text: "El Dr. Charles Henry Turner"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 429

Location: Column 1, Día 7, Personajes de las ciencias

Original Text: "La Dra. May Berendaum"

Updated Text: "La Dra. May Berenbaum"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 434

Location: Column 1, ¿Qué es lo que ya sabes?, Activar conocimientos previos, sentence 1

Original Text: "Activar conocimientos previos haciendo que los estudiantes exploren los rasgos animales mientras ven el video."

Updated Text: "Activar conocimientos previos haciendo que los estudiantes exploren los rasgos animales mientras exploran las fotos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 435

Location: Column 2, Apoyo para las respuestas de los estudiantes, Observo

Original Text: "¿Qué observas sobre las tortugas recién nacidas?"

Updated Text: "¿Qué observas sobre cómo las tortugas recién nacidas llegan hasta el océano?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 435

Location: Column 2, Apoyo para las respuestas de los estudiantes, Me pregunto

Original Text: "¿Qué te preguntas acerca de las tortugas recién nacidas?"

Updated Text: "¿Qué te preguntas acerca de cómo y por qué las tortugas recién nacidas se mueven hacia el océano?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 442

Location: Column 2, Indicadores de rendimiento, Item 3

Original Text: "desarrollar un modelo de nido que aumente las posibilidades de sobrevivir de un ave"

Updated Text: "planificar un nido que aumente las posibilidades de sobrevivir de un ave"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 448

Location: Column 2, Comportamientos de los animales, Apoyo para las respuestas de los estudiantes, sentence 1

Original Text: "Basándote en tus observaciones, arrastra cada tipo de comportamiento y suéltalo en la columna correcta."

Updated Text: "Usa tus observaciones y rotula cada comportamiento con el tipo de comportamiento correcto."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 449

Location: Column 2, Boleto de salida, Apoyo para las respuestas de los estudiantes, sentence 3

Original Text: "Las aves adultas construyen sus nidos en los árboles—para esconderse de los depredadores que andan por el suelo."

Updated Text: "Las aves adultas construyen sus nidos en los árboles—para proteger a las crías de los depredadores que andan por el suelo."

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ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 449

Location: Column 2, Boleto de salida, Apoyo para las respuestas de los estudiantes, sentence 2

Original Text: "La cría de tortuga sale del cascarón y corre hacia el mar—para escapar de los depredadores."

Updated Text: "Las crías de tortuga salen del cascarón y se arrastran hacia el mar—para escapar de los depredadores."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*
ISBN: 9780358841760

Type: Editorial Change

Current Page Number(s): p. 453

Location: Column 2, Vocabulario, Aplica, sentence 2

Original Text: "Por ejemplo, cuando hacen una afirmación, pueden decir que los animales pueden aprender comportamientos instintivos."

Updated Text: "Por ejemplo, cuando hacen una afirmación, pueden decir que los animales heredan los comportamientos instintivos, no los aprenden."

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 505

Location: Tabla A MOVE TO top of p. 506

Original Text: Tabla A at bottom of p. 505

Updated Text: Move Tabla A to top of p. 506

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5***
ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 569

Location: Paso 2, sentence 3

Original Text: "En una hoja de papel aparte o en la tabla, anota el tiempo que tardó en armarlo."

Updated Text: "En la tabla, anota el tiempo que tardó en armarlo."

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ISBN: 9780358881339

Type: Editorial Change

Current Page Number(s): p. 584

Location: Column 2, option 4

Original Text: "para esconderse de los depredadores que andan por el suelo"

Updated Text: "para proteger a las crías de los depredadores que andan por el suelo"

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ISBN: 9780358881681

Type: Editorial Change

Current Page Number(s): Procesos en la Tierra (TEKS 5.10) Prueba A, p. 5

Location: Item 7, Question

Original Text: "El viento, el agua y el hielo son agentes de la naturaleza que modifican o forman accidentes geográficos. ¿Qué agente es el principal responsable en la formación de cada uno de estos accidentes geográficos? Escribe la letra de cada respuesta en el recuadro correcto."

Updated Text: "El viento, el agua y el hielo modifican o forman accidentes geográficos. ¿Qué proceso es el principal responsable en la formación de cada uno de estos accidentes geográficos? Escribe la letra de cada respuesta en el recuadro correcto."

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Type: Editorial Change

Current Page Number(s): Procesos en la Tierra (TEKS 5.10) Prueba A, p. 8

Location: Item 12, art

Original Text: Art of dead deer

Updated Text: Art of dead fern

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ISBN: 9780358881681

Type: Editorial Change

Current Page Number(s): Procesos en la Tierra (TEKS 5.10) Prueba B, p. 8

Location: Item 12, art

Original Text: Art of dead deer

Updated Text: Art of dead fern

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 5***
ISBN: 9780358881681

Type: Editorial Change

Current Page Number(s): TEKS 5.1-5.5 Banco de destrezas y temas p. 12

Location: Item 28, Answer Choices

Original Text: "A. 15 minutos B. 30 minutos C. 45 minutos D. 60 minutos"

Updated Text: "A. 1/4 = 15/60 B. 1/4 = 30 C. 60 - 1/4 = 45 D. 15 + 15 + 15 + 15 = 60"

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ISBN: 9780358881681

Type: Editorial Change

Current Page Number(s): TEKS 5.1-5.5 Banco de destrezas y temas, p. 12

Location: Item 29, Answer Choice A

Original Text: A. "A. 25". Usage issue with distractor A. "Esta respuesta es incorrecta porque Gabrielle observó una diferencia mayor de 25 personas el domingo en comparación con el jueves."

Updated Text: "A. 10". Change distractor A rationale to "Esta respuesta es incorrecta porque Gabrielle observó una diferencia mayor de 10 personas el domingo en comparación con el jueves."

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ISBN: 9780358881599

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.12.B, Día 3, Screen 7

Location: Bottom of Screen, Ejemplo de respuesta

Original Text: "Cuando aumenta la población de alces, aumenta la población de lobos porque estos tienen más alimento. Una mayor población de lobos significa que se comen más alces, lo que hace disminuir la población de alces. Cuando la población de alces es menor, la de lobos disminuye porque estos tienen menos alimento."

Updated Text: "Cuando disminuyó la población de lobos entre 1980 y 1990, la población de alces aumentó. Cuando la población de alces aumentó después de 2010, la población de lobos comenzó a aumentar. Esto probablemente se debió

a que tenían más alimento. Una mayor población de lobos significa que se comen más alces, lo que hace disminuir la población de alces."

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ISBN: 9780358881599

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.12.C, Día 2, Screen 5

Location: Middle of Page, Ejemplo de respuesta 1, sentence 1

Original Text: "...alimento para los peces nativos después de la segunda ronda de alimentación."

Updated Text: "...alimento para los peces nativos después de la cuarta ronda de alimentación."

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.13.B, Día 7, Screen 3

Location: Dra. May Berenbaum, paragraph 1, sentence 2

Original Text: "Estudió cómo determinados insectos eligen la miel que proviene de distintas flores..."

Updated Text: "Estudió cómo las abejas eligen la miel que proviene de distintas flores..."

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.6.A, Día 7

Location: New screen 4 after existing screen 3

Original Text: N/A

Updated Text: Muchas de las propiedades físicas observables y comprobables pueden usarse para comparar y contrastar otra materia, además de la que se estudia en las investigaciones. Tal es el caso de cierta materia sólida, como las rocas. Los sólidos tienen un volumen definido y no adoptan la forma del recipiente que los contiene. Los líquidos, como el agua, también tienen un volumen definido, pero asumirán la forma del recipiente en el que se encuentran. Por ejemplo, al verter leche del cartón a un vaso, esta cambia de forma. Los gases, como el aire, no tienen un volumen fijo. Estos se expandirán para ocupar el recipiente que los contiene. Otra propiedad que se puede usar para comparar y contrastar materia es el magnetismo. Un imán atraerá clips metálicos. La mayoría de los no metales, como el plástico y la madera, no serán atraídos por el imán.

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.6.A, Día 7

Location: New screen 4 after existing screen 3

Original Text: N/A

Updated Text: Muchas de las propiedades físicas observables y comprobables pueden usarse para comparar y contrastar otra materia, además de la que se estudia en las investigaciones. Tal es el caso de cierta materia sólida, como las rocas.

Los sólidos tienen un volumen definido y no adoptan la forma del recipiente que los contiene. Los líquidos, como el agua, también tienen un volumen definido, pero asumirán la forma del recipiente en el que se encuentran. Por ejemplo, al verter leche del cartón a un vaso, esta cambia de forma. Los gases, como el aire, no tienen un volumen fijo. Estos se expandirán para ocupar el recipiente que los contiene. Otra propiedad que se puede usar para comparar y contrastar materia es el magnetismo. Un imán atraerá clips metálicos. La mayoría de los no metales, como el plástico y la madera, no serán atraídos por el imán.

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.7.A Día 2, Screen 3

Location: Bottom of Page, Paso 4, sentence 3

Original Text: N/A

Updated Text: "Observa la pelota."

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ISBN: 9780358881599

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.7.B, Día 2, Screen 2

Location: Middle of Screen, paragraph 2

Original Text: "En esta actividad, planificarás y realizarás un experimento para determinar cómo afecta una rampa a la cantidad de fuerza que se necesita."

Updated Text: "En esta actividad, planificarás y realizarás un experimento para determinar cómo afecta una rampa a la cantidad de fuerza que se necesita para que un carro suba cuesta arriba."

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.7.B, Día 2, Screen 3

Location: Top of Screen, Paso 1, paragraph 1

Original Text: "Planifica una investigación experimental para determinar cómo afectan la altura y la longitud de una rampa a la cantidad de fuerza que se necesita para mover un carro de juguete."

Updated Text: "Planifica una investigación experimental para determinar cómo afectan la altura y la longitud de una rampa a la cantidad de fuerza que se necesita para subir un carro de juguete por la rampa."

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.7.B, Día 3, Screen 3

Location: Top of Screen, Paso 4

Original Text: "Realiza la investigación sobre la altura de una rampa que diseñaste en la Parte 1."

Updated Text: "Repasa la investigación sobre la altura de una rampa que diseñaste en la Parte 1."

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.A Día 6 Screen 3

Location: Paragraph 2, sentence 1

Original Text: "Chu quiere que se investigue más sobre energías renovables y energía nuclear. Cree que una de las formas más importantes de combatir el cambio climático es dejar de usar combustibles fósiles. "

Updated Text: "Chu quiere que se investigue más sobre energías renovables. Cree que una de las formas más importantes de combatir el cambio climático es reducir el uso de combustibles fósiles."

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ISBN: 9780358881599

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.B Día 4, Screen 3

Location: Middle of Screen, Table, Column 3

Original Text: N/A

Updated Text: "Transformaciones energéticas"

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ISBN: 9780358881599

Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.B Día 5, Screen 2

Location: Paragraph 3, Haz una pregunta

Original Text: "Haz una pregunta: ¿Cómo puede un interruptor redirigir el flujo de corriente eléctrica?"

Updated Text: "Haz una pregunta acerca de la manera en que un interruptor puede redirigir el flujo de corriente eléctrica."

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.B, Día 4, Screen 2

Location: Bottom of Screen, Seguridad, sentence 5

Original Text: N/A

Updated Text: "No toques el ventilador cuando las aspas están girando."

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Type: Editorial Change

Current Page Number(s): TEKS Lesson 5.8.C Día 6, Screen 4

Location: Top of Screen, Paragraph 2

Original Text: "Los arcoíris se forman cuando se produce un cambio en la atmósfera y llueve en la zona. La lluvia refracta la luz. Cuando la luz solar se refracta en la lluvia, vemos un desvío de colores al que llamamos arcoíris."

Updated Text: "Los arcoíris se forman cuando hay gotas de agua en el aire y brilla el sol. Las gotas de agua cambian la luz del sol por reflexión y refracción. Cuando la luz solar se refracta de esta manera, vemos un desvío de colores al que llamamos arcoíris."

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 6

Program: HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 6: TEKS

Editorial Changes

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 108

Location: Column 2, Facilitación de la práctica de laboratorio, Paso 6, after 2nd sentence

Original Text: N/A

Updated Text: "Recuerde a los estudiantes que usen lentes de seguridad en todo momento durante la actividad."

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ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 12

Location: Column 1, top of page

Original Text: N/A

Updated Text: "Comparar la forma y el volumen de diferentes estados de la materia"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 120

Location: Column 1, Facilitación de la práctica de laboratorio, Antes de la práctica de laboratorio, after 2nd sentence

Original Text: N/A

Updated Text: "Recuerde a los estudiantes que usen lentes de seguridad en todo momento durante la actividad."

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ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 121

Location: Column 2, Configuración, add bullet to end

Original Text: N/A

Updated Text: "• Recolecte botellas de plástico vacías de los estudiantes o trabaje con la cafetería de la escuela para obtener este material. Asegúrese de que las botellas estén limpias y tengan tapas."

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ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 121

Location: Column 2, top of page, above text

Original Text: N/A

Updated Text: Image of soap scum

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 13

Location: Column 1, Dar sentido

Original Text: "Modelar cómo reaccionan las moléculas permite a los estudiantes..."

Updated Text: "Modelar cómo se mueven las moléculas permite a los estudiantes..."

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ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 134

Location: Column 1, Construye unatorre de cartas, Materiales

Original Text: "Materiales (por cada estudiante)"

Updated Text: "Materiales (por pareja)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 136

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of hoverboard

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 14

Location: Column 2, Criterios de puntuación de la Actividadrápida de laboratorio, bullet 3

Original Text: "Los estudiantes reconocieron diferencias en la sustancia de diferentes los estados de la materia"

Updated Text: "Los estudiantes reconocieron diferencias en la estructura de diferentes estados de la materia"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 141

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of student pulling book on table

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 142

Location: List of vocabulary terms, bottom half of page

Original Text: energía cinética; energía potencial; energía potencial gravitacional

Updated Text: energía potencial química; energía potencial elástica; energía potencial gravitacional; energía cinética; energía potencial [delete WOLs as needed]

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 143

Location: Paragraph below SAFETY icons

Original Text: Cuando te mueves a través del aire, puedes sentir algo parecido al viento que empuja contra ti. Es la resistencia del aire a tu movimiento. La resistencia del aire actúa sobre todos los objetos que lo atraviesan.

Updated Text: n/a [delete paragraph]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 15

Location: Column 2, Comprueba tu aprendizaje First paragraph after EVALÚA

Original Text: "La imagen que muestra las partículas empaquetadas juntas y sin moverse es el sólido. En la imagen que muestra el líquido, las partículas están juntas, pero pueden moverse libremente. En la imagen que muestra el gas, la partícula está muy separada de otras partículas y puede moverse libremente."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 155

Location: Column 1, Image

Original Text: Image of hovercraft

Updated Text: Image of hoverboard

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 158

Location: n/a

Original Text: n/a

Updated Text: [Below Pregunta Guía box] A medida que exploras la lección, reúne datos que puedas usar como evidencias para responder la Pregunta guía. Puedes usar este espacio para anotar los datos. [Below text, add as many WOLs as fit on the page]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 16

Location: Column 2, Corto de tiempo

Original Text: "Corto de tiempo Pídale a un estudiante o a un grupo de estudiantes que realice la actividad y que luego organice un debate en clase sobre ese tema."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 164

Location: Parte 2: Medio tubo, Procedimiento, PASO 2, MOVE TO p. 165 top.

Original Text: "Explora con los distintos materiales y reúne evidencias para responder la pregunta: ¿Rodará la pelota alguna vez más alto que la altura desde la que se suelta? Puedes intentar con medios tubos de diferentes anchos y alturas."

Updated Text: "Explora los materiales provistos y reúne evidencias para responder la pregunta: ¿Rodará la pelota alguna vez más alto que la altura desde la que se suelta? Puedes intentar con medios tubos de diferentes anchos y alturas. Anota las observaciones."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 165

Location: Column 1, Diferenciación: Reto

Original Text: "Diferenciación: Reto Para los estudiantes que terminan temprano y podrían beneficiarse de un desafío adicional, pídales que mejoren el diseño de su paracaídas en función de su análisis. Esto es parte de los pasos de prueba y optimización en un proceso de diseño de ingeniería."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 166

Location: n/a

Original Text: n/a

Updated Text: [After the first sentence in the practice lab Objectives] Analiza tu modelo para responder preguntas sobre cómo se transfiere la energía a través de la red.

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 166

Location: PASO 1

Original Text: Lee sobre el kril antártico y su ecosistema. Toma notas para llevar un registro de las relaciones entre los organismos.

Updated Text: En la Lección interactiva digital, mira el video sobre el kril antártico y su ecosistema. Toma notas mientras miras el video para llevar un registro de las relaciones entre los organismos. Anota tus observaciones.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 166

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of skydiver

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 173

Location: Trebuchet image at top of page

Original Text: [single image with no labels]

Updated Text: [new labels on first image of trebuchet] manivela; brazo de lanzamiento; eslinga con carga; contrapeso; Fundíbulo antes del lanzamiento [new second image of trebuchet] Fundíbulo después del lanzamiento

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 18

Location: Column 1, Diferenciación: Apoyo adicional

Original Text: "Diferenciación: Apoyo adicional Haga una lista de gases con los que los estudiantes estén familiarizados, como oxígeno, monóxido de carbono y helio. Explique que no todos los gases tienen un olor que las personas puedan detectar, lo que hace que los gases venenosos como el monóxido de carbono sean tan peligrosos. Discuta los olores favoritos de los estudiantes, como hornear pan o cocinar cebollas. Explique que ciertas actividades como cocinar y cortar el césped liberan gases que pueden tener olores distintivos agradables o desagradables."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 191

Location: Last sentence of first paragraph under "¿Puedes explicarlo?"

Original Text: n/a

Updated Text: En la Lección interactiva digital, mira el video del Sol cruzando el cielo en un día de invierno.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 192

Location: Column 1, Parte 1: Observar pares de fuerzas, Facilitación de la práctica de laboratorio, PASO 1, Sentence 3

Original Text: "Los estudiantes deben tener cuidado de no comunicarse para que todos los estudiantes se sientan cómodos."

Updated Text: "Los estudiantes deben comunicarse para que todos se sientan cómodos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 193

Location: Column 1, ¡Diséñalo! heading

Original Text: "Diseña una experiencia ritual virtual"

Updated Text: "Diseña una experiencia de realidad virtual"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 196

Location: Column 1, IDENTIFICA, Answer, Bullet 2, Last Sentence

Original Text: "Ambas son fuerzas de contacto."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 199

Location: Materiales, bullet 5

Original Text: "hilo fuerte o cuerda fina"

Updated Text: "hilo fuerte o cuerda fina, corte de 27 cm"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 200

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 210

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of a diver jumping from a diving board in time-lapse.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 212

Location: Column 2,Rueda, rueda,lata bumerán, Configuración, after 2nd sentence

Original Text: "... son ideales. Use un clavo o un taladro..."

Updated Text: "... son ideales. También se puede usar un recipiente de avena de cartón u otro tubo de cartón con extremos lo suficientemente grandes. Use un clavo o un taladro..."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 213

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of the roll back can lab setup students will use in the lab

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 214

Location: n/a

Original Text: n/a

Updated Text: Toma notas acerca de cada uno de los términos de vocabulario de la lección a medida que los encuentres en la lección. gravedad; marea; marea muerta; marea viva; macareo

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 216

Location: Column 2, La velocidad, la masa y la energía cinética, Apoyo para las respuestas de los estudiantes, EXPLICA Sample answer

Original Text: "El automóvil tiene más energía cinética porque tiene una masa más grande y también es capaz de viajar a velocidades más altas. Mi predicción fue correcta. porque tiene una masa más grande y también es capaz de viajar a velocidades más altas. Mi predicción fue correcta."

Updated Text: "El automóvil tiene más energía cinética porque tiene una masa más grande y también es capaz de viajar a velocidades más altas. Mi predicción fue correcta."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 218

Location: Column 2, Usa la energíaquímica, Configuración

Original Text: "... a o una cinta de medir flexible."

Updated Text: "... a o una cinta de medir flexible. Aconseje a los estudiantes que sujeten el globo de forma segura mientras ejecutan su procedimiento. Si es necesario, se puede usar cinta adhesiva para asegurar el globo a la botella."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 218

Location: Column 2, Información de seguridad

Original Text: Lab Safety icons: PROTECCIÓN, CORTANTE, RESBALADIZO

Updated Text: Lab Safety icons: PROTECCIÓN, DELANTAL, GUANTES, QUÍMICOS, QUEBRADIZO, DESECHOS, LAVAR MANOS.

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 225

Location: n/a

Original Text: n/a

Updated Text: Usa tu conocimiento de las mareas para planificar el mejor momento para este evento.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 236

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of battery and light bulb connected by wires as used in lab setup.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 239

Location: Column 1, Palabras científicas, Repaso del vocabulario de pre-requisito image hotspot identifiers

Original Text: Image pointers A, B, C, D, and E

Updated Text: Image pointers N/A, D, A, C, and B

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 239

Location: Column 1, Palabras científicas, Repaso del vocabulario de pre-requisito, text following image

Original Text: "[A] Transferencia de energía es el movimiento de energía de un objeto o lugar a otro. [B] La transformación de energía es el proceso de cambio de energía de un tipo a otro. [C] Un sistema es un conjunto de partes que interactúan entre sí; muchas veces es diferenciado de su entorno solo para poder estudiarlo. [D] Una salida es información, material o energía que surge de un sistema o proceso. [E] Una entrada es información, material o energía que se ingresa a un sistema o proceso. "

Updated Text: "[A] Un sistema es un conjunto de partes que interactúan entre sí; muchas veces es diferenciado de su entorno solo para poder estudiarlo. [B] Una entrada es información, material o energía que ingresa a un sistema o proceso. [C] Una salida es información, material o energía que surge de un sistema o proceso. [D] La transferencia de energía es el movimiento de energía de un objeto o lugar a otro. La energía luminosa proveniente del sol se transfiere al sistema de un árbol. En el sistema del árbol, esta energía se transforma en energía química dentro del azúcar de los alimentos. La transformación de energía es el proceso de cambio de un tipo de energía a otro."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 255

Location: Diagram of Earth's Layers

Original Text: n/a

Updated Text: [insert missing labels and re-order letters/terms to right so they align vertically with order of layers in diagram] Corteza; Corteza; Litósfera (fuerte); Astenósfera (débil); No está a escala

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 26

Location: Vocabulary list, bottom of page

Original Text: solución; sustancia pura; heterogéneo

Updated Text: heterogéneo; homogéneo; mezcla; propiedad física; sustancia pura; solución [delete WOLs as necessary for fit]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 261

Location: Column 2, Pre-requisito de vocabulario, perpendicular

Original Text: "una línea en ángulo recto, o 90°, desde una línea horizontal"

Updated Text: "una recta en ángulo recto, o 90°, desde otra recta"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 267

Location: n/a

Original Text: n/a

Updated Text: Junta una muestra de las rocas que entrega el maestro o comparte rocas que hayas recogido cerca de la escuela.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 269

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of spring toy used in lab

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 277

Location: Paragraph 2, sentence 1

Original Text: "Para preparar una solución de bórax, se mezclan lentamente pequeñas cantidades de bórax en polvo con agua caliente hasta que no se disuelva más."

Updated Text: "Para preparar una solución de bórax saturada, se mezclan lentamente pequeñas cantidades de bórax en polvo con agua caliente hasta que no se disuelva más."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 278

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of bowl of water in front of a speaker

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 28

Location: Column 1, Apoyo para conceptos difíciles - Abordar conceptos erróneos, 1st bullet, last 3 sentences

Original Text: "Un compuesto es una sustancia que se compone de más de un tipo de átomo. En los compuestos individuales, los átomos están unidos entre sí. Debido a que siguen siendo un tipo de átomo unido entre sí, pueden formar sustancias puras."

Updated Text: "Un compuesto es una sustancia que se compone de más de un tipo de átomo unidos entre sí."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 291

Location: List of vocabulary terms, bottom half of page

Original Text: recurso energético; recurso natural; contaminación

Updated Text: contaminación del aire; recurso energético; desnutrición; recurso natural; contaminación del agua

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 302

Location: Materiales, bullet 5

Original Text: "hilo fuerte o cuerda fina"

Updated Text: "hilo fuerte o cuerda fina, corte de 27 cm"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 302

Location: Column 2, Image above Facilitación de la práctica de laboratorio

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 303

Location: Column 1, Procedimiento: Parte 2, PASO 10 Sample answer

Original Text: "Excentricidad de la elipse A = 0.11 (distancia focal = 2 cm, ancho máximo de la elipse = 16 cm) Excentricidad de la elipse B = 0.22 (distancia focal = 4 cm, ancho máximo de la elipse = 18 cm) (basado en un círculo de hilo con una circunferencia de 32 cm)"

Updated Text: "Excentricidad de la elipse A: 0.1–0.2 Excentricidad de la elipse B: 0,3–0,4 La excentricidad puede variar según la longitud del lazo de cuerda."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 303

Location: Top of page, sentence text below "Analizar la idea central."

Original Text: En esta actividad, examinarás la importancia de la conservación eficiente de los recursos y la administración de la tierra.

Updated Text: [delete sentence]

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 305

Location: Below OBSERVA

Original Text: N/A

Updated Text: "DEFINE: A partir de tus observaciones, ¿qué problema necesita resolverse?" "HAZ PREGUNTAS: ¿Qué te preguntas acerca de cómo el plástico afecta a las personas y al medio ambiente? Piensa en todas las preguntas posibles.

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 306

Location: Before Palabras científicas

Original Text: N/A

Updated Text: "ANALIZA: Agrupa es categorías las preguntas sobre los efectos de los plásticos. También puedes combinar o reformular preguntas. Luego de perfeccionarlas, elige una o más preguntas que puedan ayudarte a responder la Pregunta guía."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 307

Location: Column 1, Path 3 Support, between IDENTIFICA and EXPLICA questions

Original Text: N/A

Updated Text: "ANALIZA: ¿Cómo ocurren los cambios estacionales? Respuesta de ejemplo: Las estaciones cambian cuando un área recibe más o menos energía del Sol debido a la inclinación de la Tierra y la ubicación de la Tierra en su órbita alrededor del Sol."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 316

Location: Column 2, above Información de seguridad

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 318

Location: Column 2, above HAZ PREGUNTAS

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 321

Location: Puntos clave, bullet 4

Original Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles que generan energía eléctrica."

Updated Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles al generar energía eléctrica."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 33

Location: Column 1, Diferenciación: Reto text, sentence 1

Original Text: "Para los estudiantes que terminan pronto y podrían beneficiarse de un desafío adicional, pídales que prueben un cuarto vaso de agua llenándolo hasta la mitad con agua."

Updated Text: "Para los estudiantes que terminan pronto y podrían beneficiarse de un desafío adicional, pídales que prueben un cuarto vaso de agua llenándolo hasta la mitad con agua y una cucharada de sal." [Please note salt was not included among materials. Considering adding "sal" on SE p. 21, TE p. 32]

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 332

Location: List of vocabulary terms, bottom half of screen

Original Text: "organismo"; "población"; "comunidad"

Updated Text: "organismo"; "población"; "comunidad"; "ecosistema"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 338

Location: Column 2, above ¿Puedes explicarlo?

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 340

Location: Método de marcado y recaptura, formula, blue box

Original Text: "estimación de la población = (n.º marcado en m1) / (% marcado en m2)"

Updated Text: "6. La fórmula que utilizan los científicos para estimar el tamaño de la población mediante el método de marcado y recaptura se muestra a continuación. (número de individuos en la Muestra 1 x número de individuos en la Muestra 2) / número de individuos marcados en la Muestra 2"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 341

Location: Lesson Map, Exploración 2

Original Text: N/A

Updated Text: "Analizar las interacciones de la atmósfera"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 342

Location: PASO 9

Original Text: "Escribe una ecuación para calcular el tamaño total de la población de tu investigación. Para dividir por un porcentaje, convierte el porcentaje a decimal dividiendo entre 100." [Delete WOLs]

Updated Text: "El tamaño estimado de la población (y) es igual al número de individuos en la Muestra 1 (m1) multiplicado por el número de individuos en la Muestra 2 (m2) dividido entre el número de individuos marcados (o recapturados) en la Muestra 2. Es decir, y = (m1 x m2)/(r2)."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 354

Location: Column 1, Ed en línea box

Original Text: N/A

Updated Text: "Planilla de práctica de laboratorio 2"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 356

Location: Column 2, above Facilitación de la práctica de laboratorio

Original Text: N/A

Updated Text: "Configuración Las tapas de metal pueden abollarse antes de tiempo. Una técnica es presionar o golpear suavemente la cabeza de un clavo contra la tapa para producir las abolladuras."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 372

Location: Lesson Title

Original Text: "Los sistemas terrestres"

Updated Text: "Las capas de la Tierra"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 378

Location: Column 2, above HAZ PREGUNTAS

Original Text: N/A

Updated Text: Image of the Grand Canyon

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): 392

Location: Caption text to the right of the image

Original Text: Estas células animales pueden distinguirse de las células vegetales porque no tienen pared celular.

Updated Text: Esta fotografía muestra una vista aumentada... ¡de la piel humana! Puedes ver que la piel está formada por muchas células. La célula es la unidad básica de todos los seres vivos. Según la teoría celular, todos los seres vivos están formados por células.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 411

Location: Column 1, Apoyo para las respuestas de los estudiantes, between EXPLICA and REFLEXIONA questions

Original Text: N/A

Updated Text: "DIFERENCIA: ¿En qué se diferencia un mineral de una roca? [respuesta] Los minerales tienen distintas propiedades químicas y físicas, composición y estructura. Las rocas están formadas por minerales que se mezclan entre sí, y tienen diferentes propiedades y estructuras."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): 417

Location: PASO 5, after sentence 1

Original Text: N/A

Updated Text: Asegúrate de ocultar las selecciones que describen tu organismo cuando compartas tu trabajo con tu compañero. Para ello, puedes doblar la esquina de la página hacia abajo.

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 42

Location: Vocabulary list, bottom of page

Original Text: metal; no metal; metaloide; elemento de tierras raras

Updated Text: elemento; metal; no metal; metaloide; elemento de tierras raras; tabla periódica [delete WOLs as necessary for fit, or adjust spacing between definitions]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 430

Location: Column 1, Abordar conceptos erróneos, Bullet 1, Last sentence

Original Text: "Los seres humanos utilizan los recursos de la Tierra a un ritmo más rápido que la capacidad de la Tierra para reponer esos recursos de forma natural."

Updated Text: "Los seres humanos utilizan los recursos de la Tierra a un ritmo más rápido que el ritmo al cual esos recursos se reponen de forma natural."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 438

Location: Column 1, Dar sentido

Original Text: "Los estudiantes serán capaces de identificar cómo se contamina el agua y cómo esa contaminación influye en los niveles atmosféricos de dióxido de carbono."

Updated Text: "Los estudiantes podrán identificar la importancia de la gestión de los recursos para reducir la contaminación del agua."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 439

Location: Column 2, Paso 3, Sample answer, Sentence 1

Original Text: "Los modelos de fuente puntual tendrán una única fuente de contaminación, unas gotas de colorante para alimentos en el mismo lugar"

Updated Text: "Los modelos de fuente puntual tendrán una única fuente de contaminación, como unas gotas de colorante para alimentos en el mismo lugar"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 439

Location: Column 2, Facilitación de la práctica de laboratorio Paso 2, end of paragraph.

Original Text: N/A

Updated Text: "Si los estudiantes necesitan ayuda para diseñar sus modelos, sugiera un modelo que se asemeje a una playa. Esto encaja porque están representando la contaminación del océano desde la tierra."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 44

Location: Column 1, Facilitación de la Actividad rápida de laboratorio, between Paso 1 and PASO 2

Original Text: N/A

Updated Text: "PASO 2: Aconseje a los estudiantes que hagan un punto, esperen a que se seque y luego repitan el punto para obtener mejores resultados."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 443

Location: Column 1, Gestión de los recursos atmosféricos Q1, Sample answer

Original Text: "Los individuos afectan y gestionan los recursos atmosféricos cuando toman decisiones personales sobre qué tipo de automóvil conducen, cuánta energía eléctrica utilizan y si viajan o no en avión."

Updated Text: "Los individuos afectan y gestionan los recursos atmosféricos cuando toman decisiones personales sobre los tipos de transporte que usan, su uso de energía eléctrica y la manera en que buscan informarse e informar a los demás sobre el tema."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 448

Location: Column 2, "Diferenciación: Apoyo"

Original Text: "Diferenciación: Apoyo Proporcione a los estudiantes copias impresas de las referencias que necesitarán para buscar información sobre sus casos prácticos."

Updated Text: "Diferenciación: Apoyo adicional Ayude a los estudiantes a identificar las ideas principales de cada párrafo en el estudio de caso antes de que respondan las preguntas de investigación."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 45

Location: Column 1, Los estudiantes como científicos, last sentence

Original Text: "Explique que la frustración y la persistencia los convierten en científicos."

Updated Text: "Explique que persistir para superar las dificultades es una habilidad que usan como científicos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 453

Location: Column 2, Gestión de la tierra y los recursos alimentarios Q1, Sample answer

Original Text: "Los individuos afectan y gestionan la tierra y los recursos alimentarios al tomar decisiones personales sobre qué tipo de alimentación llevar, de qué tamaño y tipo de vivienda vivir y de dónde obtener los alimentos."

Updated Text: "Las personas pueden elegir dónde vivir, qué alimentos comen y dónde obtienen sus alimentos. Todos estos factores podrían afectar la tierra y los recursos alimentarios."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 457

Location: Column 2, Diferenciación: Reto, Sentence 2

Original Text: "Guíe a los estudiantes para que comprendan que las fuentes de energía más sucias suelen estar más disponibles y/o ser más baratas que las fuentes más limpias y seguras, y que esto puede provocar niveles peligrosos de contaminación del aire local y altos niveles de emisiones de gases de efecto invernadero."

Updated Text: Guíe a los estudiantes para que comprendan que la quema de combustibles fósiles puede provocar niveles peligrosos de contaminación del aire local y altos niveles de emisiones de gases de efecto invernadero."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 457

Location: Column 2, Los estudiantes como científicos, Sentence 1

Original Text: "Muchos científicos trabajan en organismos gubernamentales para ayudar a influir en las políticas medioambientales y proporcionar a los gobiernos la información y los hechos que necesitan para tomar decisiones cuando se trata de conservar el medio ambiente."

Updated Text: "Muchos científicos trabajan en organismos gubernamentales para proporcionar a los gobiernos la información y los hechos que necesitan para tomar decisiones cuando se trata de conservar el medio ambiente."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 462

Location: Column 1, Resumen de la lección, Comprobar la comprensión del estudiante, Bullet 1

Original Text: "Lea las oraciones del resumen de una en una. "

Updated Text: "Lea las definiciones de una en una. "

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 470

Location: Column 2, below Paso 2 sample answer, MOVE TO column 2, above Apoyo para las respuestas de los estudiantes

Original Text: "El Hawái moderno, al igual que el resto de Estados Unidos, es una sociedad de colonos. Los nativos hawaianos han sentido los efectos de la despoblación, la falta de tierras y la marginación económica y política. Los temas presentados en esta lección requieren sensibilidad en torno a cuestiones de colonización, derechos y cultura indígenas y desigualdad económica, ya que los nativos hawaianos siguen buscando la soberanía sobre su tierra."

Updated Text: "Apoyo para la facilitación Los temas presentados en esta lectura requieren sensibilidad en torno a cuestiones sobre los derechos indígenas, la cultura y la desigualdad económica, ya que los nativos hawaianos siguen procurando la soberanía de su tierra."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 471

Location: Column 1, Conozca a los estudiantes, Sentences 3–4

Original Text: "Por ejemplo, un estudiante puede usar un ejemplo de su pasatiempo favorito. Puede hacer referencia a este pasatiempo durante sus discusiones para involucrar al estudiante y desarrollar su conocimiento. "

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 471

Location: Column 1, COMÉNTALO, Sample answer

Original Text: "Las experiencias y perspectivas de los estudiantes pueden incluir:"

Updated Text: "Respuesta de ejemplo:"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 471

Location: Column 2, Información general, Sentence 4

Original Text: "Cuando esto ocurre, las comunidades pueden ser más sanas y vibrantes."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 475

Location: Column 2, second EXPLICA, Sample answer, Sentence 1

Original Text: "Al hacer que la tecnología sea más eficiente en la generación de energía eléctrica a partir de combustibles fósiles, disminuirá la cantidad de combustibles fósiles que hay que quemar para satisfacer las mismas o mayores necesidades energéticas."

Updated Text: "Al hacer que la tecnología sea más eficiente en la producción de bienes usando menos energía, disminuirá la cantidad de combustibles fósiles que hay que quemar para satisfacer las mismas o mayores necesidades energéticas."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 475

Location: Column 1, Diferenciación: Apoyo adicional, Sentences 4–5

Original Text: "Por ejemplo, aunque no estén a cargo del termostato en casa, pueden hablar con los adultos sobre la temperatura de la casa. Del mismo modo, pueden pedir compartir automóvil con sus compañeros o ir en bici al colegio en lugar de desplazarse en automóvil."

Updated Text: "Por ejemplo, aunque no estén a cargo del uso del agua en casa, pueden hablar con los adultos sobre algunas ideas para ahorrar agua. Del mismo modo, pueden hablar con los líderes escolares sobre algunas ideas de esfuerzos de conservación en la escuela."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 476

Location: Column 1, PREDICE, Sample answer

Original Text: "Lo más probable es que el mar de Aral se seque por completo porque la actividad humana que provocó el descenso del nivel del agua ha continuado."

Updated Text: "Lo más probable es que el mar de Aral continúe reduciéndose y tal vez hasta se seque por completo porque la actividad humana que provocó el descenso del nivel del agua ha continuado."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 476

Location: Column 1, PREDICE, question text

Original Text: "¿Qué aspecto crees que tendrá el mar de Aral en 2024?"

Updated Text: "¿Qué aspecto crees que tendrá el mar de Aral en 2024 y más adelante?"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 478

Location: Column 1, EXPLICA, Sample answer, Sentence 3

Original Text: "Los recursos hídricos se utilizan para procesar mineral nuevo, por lo que el reciclaje reduce las cantidades de agua utilizadas y la contaminación del agua procedente de la minería y el procesamiento."

Updated Text: "Los recursos hídricos se utilizan para procesar el mineral nuevo, por lo que el reciclaje reduce el uso y la contaminación del agua procedente de la minería y el procesamiento."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 484

Location: Column 1, Facilitación de la práctica de laboratorio, PASO 3

Original Text: "PASO 3: Guíe a los estudiantes para que tengan en cuenta los criterios que seguramente abordarán el problema que intentan resolver."

Updated Text: "PASO 3 y PASO 4: Guíe a los estudiantes para que tengan en cuenta los criterios y las restricciones que describen una solución aceptable."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 487

Location: Column 1, Comprueba tu aprendizaje, paragraph 1

Original Text: "Al final del día, comprobar la comprensión del estudiante sobre la utilización del proceso de diseño de ingeniería para diseñar soluciones haciendo que respondan a estas preguntas."

Updated Text: "Al final del día, compruebe la comprensión de los estudiantes sobre el manejo de desechos sólidos haciendo que respondan estas preguntas".

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 490

Location: Column 1, Apoyo para las respuestas de los estudiantes, paragraph 1

Original Text: "Cuando los estudiantes presenten su anuncio, revíselo para asegurarse de que los estudiantes sean claros. Busque:"

Updated Text: "Cuando los estudiantes presenten su anuncio, busque:"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 494

Location: Column 1, RESUME, question text, sentence 8

Original Text: "Los aerogeneradores y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles para generar energía eléctrica."

Updated Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles al generar energía eléctrica."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 504

Location: Column 2, Apoyo para las respuestas de los estudiantes, ANALIZA, anno text, last sentence

Original Text: "Una pregunta que puede ayudar a responder a la Pregunta guía es "¿Por qué los corales no son arrastrados por la corriente?."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 511

Location: Column 2, Apoyo para las respuestas de los estudiantes, DESCRIBE, after answer text

Original Text: N/A

Updated Text: "Los individuos son parte de una población. Una población es parte de una comunidad. Una comunidad es parte de un ecosistema."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 524

Location: Resumen de los estándares, Prácticas científicas y de ingeniería, Relacionar el impacto de la investigación (6.4.A)

Original Text: "el proceso de la ciencia ... al campo de la ciencia"

Updated Text: "las contribuciones de diversos científicos al campo de la ciencia"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 529

Location: Column 2, ¿Puedes explicarlo?

Original Text: N/A

Updated Text: Image of woodpecker and nutcracker

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 55

Location: Paragraph below photo

Original Text: "¿Cómo puede cambiar la densidad de un objeto? Al principio, una pasa se hunde porque es más densa que el líquido carbonatado. Luego, unas burbujas de dióxido de carbono se adhieren a la superficie de la pasa, lo que aumenta su volumen con muy poco aumento de su masa. La densidad de la pasa con burbujas adheridas es menor que la del líquido carbonatado, así que flota. Una vez que la pasa con burbujas alcanza la superficie, las burbujas de gas escapan hacia el aire, el volumen de la pasa disminuye y esta se hunde. El ciclo se repite una y otra vez. ¡Las pasas se hunden, flotan, se hunden y flotan!"

Updated Text: "Observa atentamente para encontrar pistas sobre por qué estas pasas se hunden y flotan en el agua carbonatada."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 560

Location: Column 1, ¿Puedes explicarlo?

Original Text: N/A

Updated Text: Image of a beaver

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 576

Location: Column 2, ¿Puedes explicarlo?

Original Text: N/A

Updated Text: Image of a beaver

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): 588

Location: Column 2, Configuración

Original Text: "Prepare todos los materiales para cada pareja a fin de reducir el tiempo de preparación y la confusión de los estudiantes."

Updated Text: "Corte el tallo de apio en rodajas finas y prepare los portaobjetos con cada material antes de la práctica de laboratorio."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 596

Location: Column 1, Diferenciación: Reto

Original Text: "Desafíe a los estudiantes a identificar las teorías científicas que han sido descartadas por el público porque son "sólo teorías." Por ejemplo, Galileo propuso la teoría de que la Tierra giraba alrededor del Sol, pero fue descartada por la gente que quería creer que la Tierra era el centro del universo. La tectónica de placas, el lavado de manos, la teoría de los gérmenes y la evolución son otras teorías que fueron descartadas. Pídales a los estudiantes que investiguen y expliquen por qué estas teorías científicas fueron finalmente aceptadas."

Updated Text: "Los científicos usan la palabra teoría para referirse a un sistema de ideas respaldadas por pruebas científicas que explican los fenómenos. Sin embargo, en el uso no científico, la palabra teoría tiene un significado menos riguroso, similar al significado de la palabra idea. Por ejemplo, alguien podría decir: “Mi teoría es que mi perro puede leer: mastica solamente las cajas que están dirigidas a mí”. Esa persona está usando la palabra teoría para referirse más a una idea que a una teoría científica. Es una teoría que no está respaldada por pruebas controladas y evidencias considerables. Por otro lado, la Tectónica de placas, el lavado de manos, la teoría de los gérmenes y la evolución son ejemplos de teorías científicas porque están respaldadas por una gran cantidad de evidencias científicas reunidas por numerosos científicos durante muchos años. Desafíe a los estudiantes a seleccionar una teoría científica que les interese y a investigar algunas de las evidencias que la respaldan."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 60

Location: Column 2, top of page/column

Original Text: N/A

Updated Text: Image of cell phone parts

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): 614

Location: Column 1, Configuración, after sentence 1

Original Text: N/A

Updated Text: "Si es necesario, coloque una gota de yodo en el portaobjetos para que resulte más fácil visualizar la piel de cebolla."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): 618

Location: Column 1, Configuración

Original Text: "Prepare de antemano los cubos de gelatina y todos los materiales para facilitar la actividad de los estudiantes. Elabore un plan para llenar los vasos de los estudiantes con agua caliente."

Updated Text: "Para cada grupo, use un cuchillo tibio para cortar un cubo de 2.7 cm de lado y 27 cubos de 0.8 cm de lado. Elabore un plan para llenar los vasos de precipitados de los estudiantes con agua tibia."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 62

Location: Column 1, Actividad clave de aprendizaje, at end of Explique y modele text

Original Text: N/A

Updated Text: "Demuestre a los estudiantes cómo evitar que los extremos de los cables se toquen."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 62

Location: Column 2, Configuración, Sentence 1

Original Text: "Prepare un probador de circuito para cada grupo con cinta para conectar un extremo de un cable a un extremo de una batería y un cable más largo al otro extremo de la batería. "

Updated Text: "Use un probador de circuito existente o prepare uno para cada grupo con cinta para conectar un extremo de un cable a un extremo de una batería y un cable más largo al otro extremo de la batería. "

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 63

Location: Column 1, Apoyo para las respuestas de los estudiantes, Paso 7 answer

Original Text: N/A

Updated Text: "...Los datos de la tabla del PASO 1 deben reflejar las propiedades de los metales."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): 638

Location: Column 2, Dar sentido al fenómeno

Original Text: "Dar sentido al fenómeno" title appears before "Apoyo para las respuestas de los estudiantes"

Updated Text: Move "Dar sentido al fenómeno" title to come before "Al final de la lección, los estudiantes deberían ser capaces de responder a la Pregunta guía."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 65

Location: Column 1, Propiedades de los metales, Apoyo para las respuestas de los estudiantes, Sentence at end of COMENTA

Original Text: "Observa al trabajador metalúrgico. ¿Qué propiedad del metal se muestra? Maleabilidad."

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): 655

Location: Column 2, Apoyo para las respuestas de los estudiantes

Original Text: "Apoyo para las respuestas de los estudiantes"

Updated Text: N/A

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 66

Location: Image caption, top of page to right of photo

Original Text: Las pasas se hunden en el líquido carbonatado. Cuando las burbujas carbonatadas se adhieren a la superficie de las pasas, estas se vuelven menos densas y flotan hasta llegar a la superficie.

Updated Text: n/a [delete caption]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 76

Location: Column 1, Image at top of page

Original Text: Image of powdered materials

Updated Text: Image of cell phone parts

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 8

Location: Column 2, Dar sentido al fenómeno bullets 2 and 3

Original Text: "• Las partículas en un sólido tienen menos energía cinética y están más juntas que las partículas en un líquido. (Exploración 2) • Las partículas de un sólido se atraen más entre sí que las partículas de un líquido. (Exploración 3)"

Updated Text: "• Las partículas del hielo sólido vibran en su lugar, pero no cambian de posición entre sí. Las partículas del agua líquida se mueven unas alrededor de otras, pero las fuerzas que hay entre ellas las mantienen muy juntas. (Exploración 2) • Las partículas de un sólido tienen menos energía cinética que las partículas de un líquido. (Exploración 3)"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 85

Location: Column 1, Facilitación de la práctica de laboratorio, Apoyo para las respuestas de los estudiantes, before PASO 3

Original Text: N/A

Updated Text: "PASO 1: Examina los objetos. Haz una predicción sobre qué elementos crees que flotarán y cuáles se hundirán. [respuesta] Las predicciones de los estudiantes pueden ser que una canica y un clip se hundirán, pero un gránulo de embalaje flotará."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 90

Location: Caption to the right of image

Original Text: Una aeropatineta flota y transporta a la persona sobre diferentes superficies.

Updated Text: Una aeropatineta flota y transporta a la persona sobre diferentes superficies. Piensa en cómo actúan las fuerzas en esta situación.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 90

Location: Column 1, Actividad clave de aprendizaje, Hacer un modelo y explicar los contenidos, Sentence 3

Original Text: "Para el PASO 4, asegúrese de que los estudiantes hayan convertido correctamente ml a unidades de densidad para llegar a la densidad correcta del agua salada"

Updated Text: "Para el PASO 4, asegúrese de que los estudiantes hayan restado la masa del vaso de precipitados para llegar a la densidad correcta del agua salada"

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ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 91

Location: Column 2, Facilitación de la práctica de laboratorio, after PASO 9

Original Text: N/A

Updated Text: "Desmontaje: recolecta y guarda agua salada para usarla en la Práctica de laboratorio El problema del buzo: ¡Ayúdalo a sumergirse!"

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 92

Location: REPASA interaction, answer choices

Original Text: Una fuerza tiene intensidad | dirección.

Updated Text: Una fuerza tiene intensidad | dirección | intensidad y dirección.

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 93

Location: Column 2, after Información de seguridad

Original Text: N/A

Updated Text: "CONFIGURACIÓN Reutilice el agua salada de la Práctica de laboratorio ¿Flotará? o haga más si es necesario. Use aproximadamente 1 cucharada de sal por cada 250 mL de agua."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): 94

Location: List of vocabulary terms

Original Text: fricción; gravedad; fuerza magnética; fuerza normal

Updated Text: fuerza; fricción; gravedad; fuerza magnética; fuerza normal

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6***
ISBN: 9780358881698

Type: Editorial Change

Current Page Number(s): Administración de los recursos (TEKS 6.11) Test A

Location: Item 3

Original Text: 3. Con frecuencia, las personas que viven en algunos lugares remotos sufren más escasez de energía que el resto de las personas. Por los costos y el transporte, a menudo no resulta práctico que estas personas usen las formas de energía que son comunes en lugares más desarrollados. ¿Qué fuente de energía, que se usa en regiones aisladas, no solo causa cambio climático, sino también pérdida de hábitats de animales y escasez de agua? A. Carbón B. Leña C. Geotérmica D. Energía hidroeléctrica

Updated Text: [This item is being deleted from TEKS 6.11 Test.]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6***
ISBN: 9780358881698

Type: Editorial Change

Current Page Number(s): Administración de los recursos (TEKS 6.11) Test A

Location: Item 5, second bullet

Original Text: 5. La administración de los recursos para que estos no se agoten ni contaminen es importante para cumplir el objetivo de reducir la desnutrición. Explica cómo prevenir cada uno de estos problemas ayuda a evitar el aumento de la desnutrición: [bullet] Cuando se extrae demasiada agua subterránea del acuífero en las áreas costeras de cultivo, el agua salada del océano se puede mover a la capa freática y hacer que las aguas subterráneas sean saladas. [bullet] El cambio climático, causado por la liberación de gases de efecto invernadero, puede incluir condiciones que lleven a sequías prolongadas. Lee atentamente la consigna. Luego escribe tu respuesta y tus evidencias en estas líneas.

Updated Text: 5. La administración de los recursos para que estos no se agoten ni contaminen es importante para cumplir el objetivo de reducir la desnutrición. Explica cómo prevenir cada uno de estos problemas ayuda a evitar el aumento de la desnutrición: [bullet] Cuando se extrae demasiada agua subterránea del acuífero en las áreas costeras de cultivo, el agua salada del océano se puede mover a la capa freática y hacer que las aguas subterráneas sean saladas. [bullet] Talar todos los árboles de un area grande puede hacer que el viento y el agua erosionen más el suelo. Lee atentamente la consigna. Luego escribe tu respuesta y tus evidencias en estas líneas.

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6***
ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 105

Location: Direction line, under MATERIALES section

Original Text: N/A

Updated Text: "Mira las imágenes para ver ejemplos de las fuerzas presentadas en la lección."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6***
ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 119

Location: new Paso 8 after Paso 7

Original Text: N/A

Updated Text: "PASO 8, SUGIERE UNA SOLUCIÓN: ¿Cómo mejorarías el diseño de tu paracaídas? Recuerda que el objetivo es que el objeto caiga lo más lento posible. Usa lo siguiente como ayuda para mejorar tu diseño: • modelo del PASO 1 • datos de tu investigación • resultados de tus compañeros • comprensión de cómo distintas fuerzas pueden actuar sobre un objeto y afectarlo"

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ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 147

Location: new Paso 2 and Paso 3 after Paso 1

Original Text: N/A

Updated Text: "PASO 2: Intercambia planes con otro grupo y evalúa su diseño experimental. Recuerda que el diseño experimental implica tener en cuenta cómo se relaciona cada variable, cuántas pruebas se deben realizar y cómo se medirán los resultados. PASO 3: Evalúen con la clase los diseños de todos los groupos. Según la evaluación, elijan el diseño experimental que es más problable que les ayude a comparar de manera segura diferentes cantidades de reactivos y la cantidad relativa de energía química que se libera en el sistema. Anota el plan revisado." [Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 169

Location: Column 2, new support for added Paso 8

Original Text: N/A

Updated Text: "PASO 8, SUGIERE UNA SOLUCIÓN: ¿Cómo mejorarías el diseño de tu paracaídas? Recuerda que el objetivo es que el objeto caiga lo más lento posible. Usa lo siguiente como ayuda para mejorar tu diseño: • modelo del PASO 1 • datos de tu investigación • resultados de tus compañeros • comprensión de cómo distintas fuerzas pueden actuar sobre un objeto y afectarlo [answer] Cuando comparé mi paracaídas y mis datos con los de otros grupos, descubrí que los paracaídas con un área más grande suelen ayudar a que el objeto caiga más lento. Para mejorar mi paracaídas, trataría de hacerlo más grande y más rectangular. Esto podría ayudar a aumentar la resistencia del aire y la fuerza ascendente sobre el paracaídas, lo que aumentaría la cantidad de tiempo que tardaría el objeto en caer."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 219

Location: Column 1, under Facilitación de la práctica de laboratorio

Original Text: "Facilitación de la práctica de laboratorio PASOS 2-3: Revise las tablas de datos de los estudiantes y compruebe que los estudiantes estén usando equipo de seguridad personal."

Updated Text: "Facilitación de la práctica de laboratorio PASOS 2-3: Mientras se evalúa el diseño experimental, primero entre grupos y luego con la clase, refuerce los conceptos de variables independiente y dependiente, así como la importancia de tomar medidas con cuidado y de realizar distintas pruebas. PASOS 4-5: Revise las tablas de datos de los estudiantes y compruebe que los estudiantes estén usando equipo de seguridad personal." [Renumber remaining steps in the lab to account for added steps; current STEPS 4-5 become new STEPS 6-7.]

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6***
ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 227

Location: new paragraph after Materials list

Original Text: N/A

Updated Text: "La teoría dinámica de las mareas establece que las mareas en la Tierra se ven afectadas constantemente por las fuerzas cambiantes del Sol y la Luna, así como por la rotación de la Tierra y la forma de las cuencas oceánicas. Estos factores crean patrones en las mareas, y cada lugar de la Tierra tiene un patrón único."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6***
ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 228

Location: Paso 4, question text

Original Text: "PASO 4: Tu bote necesita al menos dos pies de agua para tener suficiente distancia del fondo y así poder salir al canal. Según los mapas que has creado, ¿cuál es la hora más temprana del día en que puedes zarpar con el bote?"

Updated Text: "PASO 4: Tu bote necesita al menos dos pies de agua para tener suficiente distancia del fondo y así salir al canal. Sugiere una solución para establecer cuál es la hora más temprana del día en que puedes zarpar con el bote. Asegúrate de que tu solución sea consistente con la teoría dinámica de las mareas y esté apoyada en los datos que has elaborado."

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ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 228

Location: PASO 6, question text

Original Text: "PASO 6: En grupo, comenten la hora más temprana a la que pueden zarpar con el bote, cuántas horas pueden navegar y a qué hora tendrían que regresar."

Updated Text: "PASO 6: Crea un argumento para los miembros de tu grupo sobre cuándo es lo más temprano que puede salir tu bote, cuántas horas puede estar afuera y a qué hora necesitas regresar. Usa evidencia de tu investigación para apoyar tu argumento. Asegúrate de que tu participación con el grupo sea respetuosa a la hora de resolver cualquier desacuerdo. Después de terminar la conversación, anota la decisión del grupo y la evidencia que usaron para apoyarla.”

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 248

Location: add to bottom of column 1, underneath Identifica support

Original Text: N/A

Updated Text: "EXPLICA: ¿Qué debe ser verdadero para que la materia se conserve en el sistema de las plantas durante la fotosíntesis? Elige todas las opciones que correspondan. B. La masa del dióxido de carbono y el agua usados en el proceso debe ser igual a la masa del azúcar y el oxígeno producidos. C. El número de átomos de hidrógeno en los reactivos debe ser igual al número de átomos de hidrógeno en los productos. D. La masa del carbono en los reactivos deber ser igual a la masa del carbono en los productos. La materia se conserva en el sistema de las plantas porque hay el mismo tipo y número de átomos en los reactivos y los productos de la fotosíntesis."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 248

Location: add to bottom of column 1, underneath Identifica support

Original Text: N/A

Updated Text: "EXPLICA: ¿Qué debe ser verdadero para que la materia se conserve en el sistema de las plantas durante la fotosíntesis? Elige todas las opciones que correspondan. B. La masa del dióxido de carbono y el agua usados en el proceso debe ser igual a la masa del azúcar y el oxígeno producidos. C. El número de átomos de hidrógeno en los reactivos debe ser igual al número de átomos de hidrógeno en los productos. D. La masa del carbono en los reactivos deber ser igual a la masa del carbono en los productos. La materia se conserva en el sistema de las plantas porque hay el mismo tipo y número de átomos en los reactivos y los productos de la fotosíntesis."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 249

Location: add support to first column, before Los estudiantes como científicos

Original Text: N/A

Updated Text: "EXPLICA: Explica cómo se conserva la materia en esta red alimentaria de un ecosistema. Incluye una explicación de por qué la cantidad de materia de la que se componen los productores puede no ser igual a la cantidad de materia de la que se componen los consumidores, pero aun así la materia se conserva en el sistema. Respuesta de ejemplo: Cuando un consumidor come un productor u otro consumidor, la materia se transfiere al consumidor. La cantidad de materia que absorbe el consumidor es igual a la cantidad de materia que usa el consumidor para desarrollar su propio cuerpo y llevar a cabo los procesos vitales, más la materia que libera al medio ambiente como desecho. Como los organismos liberan desechos al medio ambiente, puede parecer que la materia no se conserva en un red alimentaria. Esta es una razón por la que la masa de los consumidores de los niveles más altos de una red alimentaria es menor que la masa de los productores y los consumidores de los niveles más bajos. Pero la materia no se destruye, sino que se transfiere a otra parte del sistema."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 249

Location: add support to first column, before Los estudiantes como científicos

Original Text: N/A

Updated Text: "EXPLICA: Explica cómo se conserva la materia en esta red alimentaria de un ecosistema. Incluye una explicación de por qué la cantidad de materia de la que se componen los productores puede no ser igual a la cantidad de materia de la que se componen los consumidores, pero aun así la materia se conserva en el sistema. Respuesta de ejemplo: Cuando un consumidor come un productor u otro consumidor, la materia se transfiere al consumidor. La cantidad de materia que absorbe el consumidor es igual a la cantidad de materia que usa el consumidor para desarrollar su propio cuerpo y llevar a cabo los procesos vitales, más la materia que libera al medio ambiente como desecho. Como los organismos liberan desechos al medio ambiente, puede parecer que la materia no se conserva en un red alimentaria. Esta es una razón por la que la masa de los consumidores de los niveles más altos de una red alimentaria es menor que la

masa de los productores y los consumidores de los niveles más bajos. Pero la materia no se destruye, sino que se transfiere a otra parte del sistema."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 273

Location: Column 1, Colabora prompt

Original Text: "COLABORA: Trabaja con un grupo para explicar cómo las personas saben cuándo moverse cuando realizan una “ola” en un estadio como se muestra en el video. Describe en qué se parece ese flujo de energía a lo que las ciencias se llaman ondas transversales, como las ondas luminosas. Presenta tu explicación en un formato de tu elección."

Updated Text: "COLABORA: En grupo, explica cómo saben las personas cuándo moverse cuando realizan una “ola” en un estadio, como la que se muestra en el video. Describe en qué se parece ese flujo de energía a lo que las ciencias llaman ondas transversales, como las ondas luminosas. Con tu grupo, presenta tu explicación en un formato visual y en el formato de texto que prefieras."

Component: ***HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6***
ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 320

Location: Sugiere y comunica tu solución

Original Text: "Ser capaz de comunicar ideas de forma precisa y atractiva es una habilidad esencial para los científicos y los ingenieros. Puedes presentar ideas individualmente o en grupo. Elige un formato eficaz, como un informe escrito, la exposición de un cartel o un discurso ante un público. Haz un breve anuncio de servicio público para comunicar y explicar tu solución. Tu anuncio debe explicar cómo la solución que desarrollaste podría aplicarse en toda la escuela para reducir los desechos sólidos generados."

Updated Text: "Ser capaz de comunicar ideas de forma precisa y atractiva es una habilidad esencial para los científicos y los ingenieros. Puedes presentar ideas individualmente o en grupo. Elige un formato eficaz, como un informe escrito o la exposición de un cartel. Después de crear el informe o el cartel, haz un breve anuncio de servicio público para comunicar y explicar tu solución. Tu anuncio debe explicar cómo la solución que desarrollaste podría aplicarse en toda la escuela para reducir los desechos sólidos generados."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 325

Location: Column 2, REÚNE DATOS, question and answer text

Original Text: "REÚNE DATOS ¿Cómo afectan las posiciones de la Tierra, el sol y la luna a los ciclos diarios, semanales o mensuales de las mareas? Anota tus datos. Respuesta de ejemplo: El sol y la luna se alinean en el mismo lado de la Tierra aproximadamente una vez al mes. Cuando se alinean, su gravedad provoca una marea más alta de lo habitual. Cuando el sol y la luna se encuentran en un ángulo de 90° con respecto a la Tierra, sus fuerzas gravitatorias no se suman y la amplitud de la marea es menor. Las mareas muertas se producen cada cuarto de luna o unas dos veces al mes."

Updated Text: "REUNIR DATOS "¿De qué manera las posiciones y las fuerzas gravitacionales (o gravitatorias) de la Tierra, el Sol y la Luna causan... • los ciclos diarios de las mareas? • los ciclos semanales de las mareas? • los ciclos mensuales

de las mareas? Anota los datos. Respuesta de ejemplo: A medida que la Luna orbita alrededor de la Tierra, su atracción gravitacional afecta el ciclo diario de las mareas de la Tierra. Se produce un abultamiento en los lados de la Tierra más cercanos y opuestos a la Luna, lo que resulta en una marea alta y baja que ocurre dos veces al día. El Sol y la Luna se alinean en el mismo lado de la Tierra aproximadamente una vez al mes. Cuando están alineados, su gravedad hace que la marea sea más alta de lo normal. Cuando el Sol y la Luna se encuentran en un ángulo de 90° con respecto a la Tierra, sus fuerzas gravitacionales no se suman y la amplitud de la marea es menor. Las mareas muertas se producen cada cuarto de luna o unas dos veces al mes."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, PASO 4, question and answer text

Original Text: "PASO 4: Tu bote necesita al menos dos pies de agua para flotar sin tocar el fondo del canal de la casa. Según los mapas que has creado, ¿cuál es la hora más temprana del día en que puedes zarpar con el bote? Respuesta de ejemplo: Lo más pronto que puedo echar el bote es al mediodía, cuando la profundidad del agua cerca de la casa alcanza los 2 pies."

Updated Text: "PASO 4: Tu bote necesita al menos dos pies de agua para tener suficiente distancia del fondo y así salir al canal. Sugiere una solución para establecer cuál es la hora más temprana del día en que puedes zarpar con el bote. Asegúrate de que tu solución sea consistente con la teoría dinámica de las mareas y esté apoyada en los datos que has elaborado. Respuesta de ejemplo: Lo más pronto que puedo echar el bote es al mediodía, cuando la profundidad del agua cerca de la casa alcanza los 2 pies. Tendría que estar de regreso a las 8 p. m., cuando baje la marea y el agua cerca de la casa descienda a 2 pies."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 334

Location: Column 2, PASO 6, question text

Original Text: "PASO 6: Con tu grupo, conversa sobre cuándo puedes echar el bote al agua, cuántas horas puedes permanecer fuera y a qué hora tienes que volver"

Updated Text: "PASO 6: Crea un argumento para los miembros de tu grupo sobre cuándo es lo más temprano que puede salir tu bote, cuántas horas puede estar afuera y a qué hora necesitas regresar. Usa evidencia de tu investigación para apoyar tu argumento. Asegúrate de que tu participación con el grupo sea respetuosa a la hora de resolver cualquier desacuerdo. Después de terminar la conversación, anota la decisión del grupo y la evidencia que usaron para apoyarla."

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ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 415

Location: bottom of page, Paso 9, question text

Original Text: "PASO 9: Describe otra forma en la que podrías hacer un modelo de un organismo multicelular. La solución que propongas debe justificarse con tus conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células."

Updated Text: "PASO 9: Describe otra forma en la que podrías resolver el problema de hacer un modelo de un organismo multicelular. La solución que propongas debe justificarse con datos de tu investigación, con conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 443

Location: middle of Column 2, TOMAR DECISIONES INFORMADAS

Original Text: "TOMAR DECISIONES INFORMADAS: Basándote en evidencias creíbles de tu investigación, ¿cuáles medidas crees que son necesarias para reducir la contaminación del aire? Identifica cómo se podrían usar estrategias de administración de recursos para contribuir en esta tarea. Respuesta de ejemplo: Creo que el gobierno tiene que promulgar leyes que obliguen a la gente a utilizar vehículos híbridos o eléctricos y exigir a las empresas que desarrollen más tecnologías que proporcionen energía limpia sin quemar combustibles fósiles. Los gobiernos podrían proporcionar subvenciones y capacitación a los individuos y empresas que quieran aprender los principios de la ingeniería sostenible y podrían proporcionar directrices y objetivos que las personas y empresas deban cumplir."

Updated Text: "TOMA DECISIONES INFORMADAS: Completa la tabla para documentar las fuentes que encontraste y los métodos de investigación que usaron esas fuentes. Luego, toma una decisión informada sobre qué método fue el más efectivo. [insert table] [col 1] Fuente [col 2] Método usado [row 1] [row 2] [row 3] Busque: Las respuestas de los estudiantes deben incluir tres fuentes, los métodos de investigación que usaron esas fuentes y una decisión sobre qué método fue el más efectivo."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 447

Location: add to bottom of second column

Original Text: n/a

Updated Text: "COLABORA: Con un grupo pequeño, dedica 15 minutos a investigar un ejemplo de cómo se usa la administración de los recursos para reducir la pobreza. Puedes usar “administración de los recursos” y “reducir la pobreza” como términos de búsqueda para guiar tu investigación. IDENTIFICA: ¿Cuál es el problema o asunto central en este estudio de caso? DESCRIBE: ¿Cómo contribuyó la mala administración de los recursos al problema del estudio de caso? ANALIZA: ¿Cómo se relaciona el problema del estudio de caso con las actividades económicas humanas? EVALÚA: ¿De qué manera las decisiones de administración de los recursos redujeron la pobreza en este ejemplo? Respuesta de ejemplo: El tema central de mi ejemplo es la disminución de los humedales, necesarios para la pesca, en Bangladesh, un país cercano a la India, y la concentración de los ingresos de la pesca en un pequeño grupo de personas en vez de en la comunidad en general. Los humedales que se utilizan para pescar disminuyeron su calidad debido a una gestión indebida, y se permitió que los permisos de pesca fueran otorgados solo a un pequeño grupo de personas. El deterioro de la calidad ambiental de los humedales está vinculado a la contaminación y otros factores derivados de la urbanización. Los humedales se pudieron mejorar creando reservas, generando restricciones de cosecha y recolección, implementando pasajes para peces y aumentando el movimiento del agua. Una vez que los humedales mejoraron en tamaño y calidad, aumentaron las oportunidades de pesca, se incrementó la cantidad de peces atrapados y los ingresos por la venta de pescados ayudaron a las personas pobres de la zona."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 447

Location: second column, ARTistas del lenguaje

Original Text: "Investigar un estudio de caso Los estudiantes practican la investigación de un caso práctico relacionado con la gestión de recursos. Los estudiantes reciben una lista de preguntas en las que centrar su investigación."

Updated Text: "Investigar cómo la administración de los recursos puede reducir la pobreza Los estudiantes reciben una lista de preguntas en las que enfocar su investigación."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 448

Location: move to right column above Describe

Original Text: Identifica, Describe, Analiza, Evalúa, Propone soluciones questions and answers in the left column of p. 448, and change "Propone" to "Propón"

Updated Text: Identifica, Describe, Analiza, Evalúa, Propón soluciones questions and answers move to the right column of p. 448

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 449

Location: first column, Conversación con la clase

Original Text: "Dirija un debate en grupo sobre habilidades de presentación oral y etiqueta ante el público. Recuérdeles a los estudiantes que los equipos de investigación serán bienvenidos para compartir la información sobre sus casos prácticos y que la audiencia debe practicar la escucha comprometida. Como sólo hay 5 minutos asignados para presentar cada estudio de caso, gestione el trabajo en pequeños grupos guiando a los equipos de investigación durante la presentación, de modo que más equipos tengan la oportunidad de presentar sus conclusiones."

Updated Text: "Dirija un debate en grupo sobre habilidades de presentación oral y etiqueta ante el público. Recuerde a los estudiantes que los equipos de investigación serán bienvenidos a compartir su información y que la audiencia debe practicar la escucha activa. Gestione el trabajo en grupos pequeños guiando el ritmo, de modo que más equipos tengan la oportunidad de presentar sus hallazgos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 449

Location: column 1, after "Estudio de caso" header

Original Text: "Estudio de caso 2: La contaminación de la atmósfera" REÚNE DATOS

Updated Text: "Estudio de caso: La contaminación de la atmósfera IDENTIFICA: ¿Cuál es el problema o asunto central en este estudio de caso? DESCRIBE: ¿Cómo contribuyó la mala administración de los recursos al problema del estudio de caso? ANALIZA: ¿Cómo se relaciona el problema del estudio de caso con las actividades económicas humanas? EVALÚA: ¿Cómo afecta negativamente el problema del estudio de caso a las personas y al medio ambiente? ¿Cómo se han reducido ya los efectos negativos de la actividad sobre las personas y el medio ambiente mediante las decisiones de

administración de los recursos? SUGIERE SOLUCIONES: Identifica y describe al menos una estrategia de administración de los recursos que las personas podrían usar para mejorar el problema presentado en el estudio de caso. Respuesta de ejemplo: La contaminación de la atmósfera es el problema central. Las actividades humanas, como la quema de combustibles fósiles, han provocado un aumento del dióxido de carbono en la atmósfera. Que haya demasiado dióxido de carbono en la atmósfera puede afectar el clima de la Tierra. Un clima cambiante puede afectar negativamente la salud de las personas. El aumento de dióxido de carbono en la atmósfera también afecta los océanos de la Tierra, y los cambios en los océanos pueden dañar a los organismos de agua salada de los que las personas dependen para alimentarse. Si las personas pudieran reducir las emisiones de carbono mediante el uso de fuentes alternativas de energía, el problema podría mejorar. REUNIR DATOS"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 454

Location: first column, TOMAR DECISIONES INFORMADAS question and answer text

Original Text: "TOMAR DECISIONES INFORMADAS: Basándote en evidencias creíbles de tu investigación, ¿cuáles crees que son las medidas rentables que podrían adoptarse para reducir la desnutrición mundial? Identifica cómo se podrían usar estrategias de administración de los recursos para contribuir en esta tarea. Respuesta de ejemplo: Creo que reducir nuestra dependencia de las grandes explotaciones agrícolas corporativas y apoyar sistemas alimentarios locales más pequeños ayudaría a reducir la desnutrición mundial. Estos programas pondrían las decisiones sobre la gestión de los recursos en manos de los individuos y los vecindarios, en lugar de en los niveles superiores del gobierno y en las empresas, para que la gente pueda tomar decisiones económicas que también beneficien al medio ambiente y a su salud."

Updated Text: "TOMA DECISIONES INFORMADAS: • Nombra tres o más fuentes fiables a las que accediste durante tu investigación. • Luego, describe tres o más soluciones para reducir la desnutrición global sobre la que aprendiste a partir de tus fuentes. • A continuación, evalúa la rentabilidad de cada solución. Una solución con una buena rentabilidad es aquella que ofrece buenos resultados a bajo costo. Los costos pueden incluir costos materiales, costos de implementación, impactos ambientales y muchos otros más. • ¿Qué solución para reducir la desnutrición global crees que es la más rentable? Busque: Una lista de fuentes confiables, como sitios web gubernamentales, educativos o sin fines de lucro, con información de expertos sobre el tema; tres o más soluciones, como aumentar la dependencia de granjas más pequeñas y sistemas alimentarios locales; y una explicación sobre qué solución para reducir la desnutrición es la más rentable."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 456

Location: second column, Soluciones a las emisiones de gases de efectoinvernadero

Original Text: "Soluciones a las emisiones de gases de efecto invernadero Describe tres estrategias que Estados Unidos podría adoptar para reducir las emisiones de gases de efecto invernadero, garantizando al mismo tiempo que todo el mundo tenga acceso a una energía confiable y asequible."

Updated Text: "Soluciones a las emisiones de gases de efecto invernadero Describe tres estrategias que el país que elegiste podría adoptar para reducir las emisiones de gases de efecto invernadero, garantizando al mismo tiempo que todos tengan acceso a energía confiable y económica."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 456

Location: ARTistas del lenguaje, Investigación guiada

Original Text: "Los estudiantes tendrán mucho que cubrir en esta actividad de investigación como preparación para el debate de toda la clase, y la gestión del tiempo será clave. Gestione el trabajo en grupos pequeños asignando a los equipos de investigación la Pregunta 1 como tarea rápida antes de esta exploración, lo que también prepararía a los estudiantes para las Preguntas 2 y 3. El tiempo puede optimizarse aún más creando equipos de investigación de cuatro estudiantes, haciendo que cada pareja trabaje en la Pregunta 2 o 3, y luego haciendo que las parejas intercambien información en los 5 minutos finales."

Updated Text: "Los estudiantes tendrán mucho que cubrir en esta actividad de investigación como preparación para el debate de toda la clase, y la administración del tiempo será fundamental."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 456

Location: second column, Describir las emisiones de gases de efectoinvernadero en Estados Unidos

Original Text: "Describir las emisiones de gases de efecto invernadero en Estados Unidos 1. ¿Cuál fue la cantidad total de gases de efecto invernadero emitidos por Estados Unidos en el último año del que se dispone de estos datos? Respuesta de ejemplo: El total de emisiones de gases de efecto invernadero de EE.UU en 2020 fue de 5,982 millones de toneladas métricas de CO_2 equivalente. 2. ¿Cuáles son las principales fuentes de emisión de gases de efecto invernadero en Estados Unidos? Respuesta de ejemplo: Los principales sectores emisores de gases de efecto invernadero son el transporte, la generación de energía eléctrica y la industria. 3. ¿Cuál porcentaje de las emisiones de nuestro país procede de la quema de combustibles fósiles? Respuesta de ejemplo: El 92% de las emisiones de gases de efecto invernadero de EE.UU. proceden de la quema de combustibles fósiles."

Updated Text: "Describir las emisiones de gases de efecto invernadero 1. ¿Cuál fue la cantidad total de gases de efecto invernadero que emitió en el último año el país que elegiste, según los datos disponibles? Respuesta de ejemplo: El total de emisiones de gases de efecto invernadero de los EE. UU. en 2020 fue de 5,982 millones de toneladas métricas de CO_2 equivalente. 2. ¿Cuáles son las principales fuentes de emisiones de gases de efecto invernadero en el país que elegiste? Respuesta de ejemplo: Los principales sectores emisores de gases de efecto invernadero son el transporte, la generación de energía eléctrica y la industria. 3. ¿Qué porcentaje de las emisiones del país que elegiste provienen de la quema de combustibles fósiles? Respuesta de ejemplo: El 92% de las emisiones de gases de efecto invernadero de EE.UU. proceden de la quema de combustibles fósiles."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, EXPLICA question and answer text

Original Text: "EXPLICA: Con tus compañeros, explica cómo el consumo de energía de los Estados Unidos afecta a las personas en otras partes del mundo. Respuesta de ejemplo: El uso de energía en EE.UU. provoca la emisión de gases de efecto invernadero, y esos gases afectan al clima en todos los lugares de la Tierra. Además, el uso de la energía en Estados Unidos implica el uso de recursos a los que otras partes del mundo no pueden acceder una vez que han sido utilizados por Estados Unidos."

Updated Text: "EXPLICA: Con tus compañeros, explica cómo el consumo de energía en un país afecta a las personas en otras partes del mundo. Respuesta de ejemplo: El consumo de energía provoca la emisión de gases de efecto invernadero, y esos gases afectan el clima en todos los lugares de la Tierra. Además, el uso de la energía proveniente de los combustibles fósiles implica el uso de recursos a los que otras partes del mundo no pueden acceder una vez que han sido consumidos por un país."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, Tomar decisiones informadas

Original Text: "TOMAR DECISIONES INFORMADAS: Basándote en las evidencias de tu investigación, ¿qué medidas debería tomar Estados Unidos para reducir los efectos nocivos del consumo mundial de energía? Identifica cómo las estrategias de gestión de recursos podrían desempeñar un papel en este esfuerzo."

Updated Text: "TOMA DECISIONES INFORMADAS: Según las evidencias de tu investigación, ¿qué medidas deberían tomar los países para reducir los efectos nocivos del consumo mundial de energía? Identifica qué función podrían cumplir las estrategias de administración de los recursos en esta tarea."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 457

Location: second column, Tomar decisiones informadas, Respuesta de ejemplo

Original Text: "Respuesta de ejemplo: Estados Unidos debería promover el desarrollo y la implementación de más tecnologías energéticas alternativas tanto en el país como en todo el mundo. Esto implicaría ofrecer incentivos para cambiar las viejas formas de hacer las cosas por otras nuevas, educar a la gente sobre las formas de conservar la energía y trabajar con otras naciones para desarrollar estrategias de distribución y gestión equitativas de los recursos."

Updated Text: "Respuesta de ejemplo: Los países deberían promover el desarrollo y la implementación de más tecnologías energéticas alternativas en todo el mundo. Esto implicaría ofrecer incentivos para cambiar las viejas formas de hacer las cosas por otras nuevas, educar a la gente sobre las formas de conservar la energía y trabajar con otras naciones para desarrollar estrategias de distribución y gestión equitativas de los recursos."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 457

Location: N/A

Original Text: N/A

Updated Text: "EVALÚA LA PRECISIÓN: ¿Cómo evaluaste la precisión de los datos en los que te basaste para tomar tu decisión? Respuesta de ejemplo: Encontré respuestas similares en varias fuentes. Parecían tener buenos métodos, así que creo que los datos son precisos."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 459

Location: Column 1, Resumen detallado, after Manera 2

Original Text: N/A

Updated Text: "Manera 3: Investigar la administración de los recursos y la pobreza Los estudiantes investigan cómo la administración de los recursos puede influir en la pobreza.

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 461

Location: Column 2, After La tragedia de los bienes comunales section

Original Text: N/A

Updated Text: "Apoyo para la Manera 3 [digital page lozenge] Investiga la administración de los recursos y la pobreza Comunicar información (6.3.B) Patrones (6.5.A) Apoyo para las respuestas de los estudiantes Investiga soluciones para reducir la pobreza mediante la administración de los recursos. • Los agricultores utilizan el suelo y el agua para sus cultivos. Las personas venden árboles y animales de los bosques, usan árboles y otros tipos de biomasa para encender fuego para cocinar, y pescan para comer o vender el pescado en pesquerías. • La administración de los recursos se relaciona con la pobreza porque muchas personas dependen de los recursos naturales para su sustento. Cuando los recursos se administran de un modo que ayuda a las personas a satisfacer sus necesidades, la pobreza de una zona se puede reducir. • Las estrategias de administración de los recursos pueden ayudar a reducir la pobreza al involucrar a las comunidades locales en la administración de los recursos naturales y el desarrollo de políticas económicas relacionadas con sus recursos naturales. Los ingresos que generan las comunidades pobres gracias a sus recursos naturales pueden aumentarse por medio del turismo o de iniciativas para comprar productos locales, incrementando la productividad de las tierras agrícolas o pagando a las comunidades para que conserven áreas en su estado natural para preservar los servicios ecosistémicos."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 461

Location: second column, La tragedia de los bienes comunales

Original Text: "COLABORA: Con un compañero o en un grupo pequeño, investiga un recurso que se haya consumido en exceso en el pasado o que se consuma en exceso en la actualidad. Presenta a la clase un cartel que describa el recurso, cómo se ha consumido en el pasado y quién lo hizo, y los objetivos para administrar el consumo del recurso en el futuro. Explica por qué la educación puede ayudar a administrar el consumo de los recursos compartidos. Busque: Los estudiantes pueden elegir hacer una o más de las siguientes cosas • Describir su recurso por escrito • Utilizar dibujos, imágenes o multimedia para presentar el recurso que se utiliza en exceso • Proporcionar datos en forma de gráficas sobre el uso de los recursos"

Updated Text: “COLABORA: Con un grupo pequeño, investiga una fuente de energía que haya sido sobre explotada en el pasado o que esté siendo sobre explotada a nivel global actualmente. Con tu grupo, desarrolla una explicación de cómo puede ayudar la educación a gerenciar el uso de fuentes de energía compartidas. Luego hagan una presentación a la clase en la que describan la fuente de energía, como ha sido usada en el pasado y por quién, y las metas para reducir en el futuro su uso a nivel mundial. Busque: Los estudiantes colaboran para comunicar sus explicaciones en una variedad de escenarios. Los estudiantes pueden elegir hacer una o más de las siguientes cosas • Describir su recurso por escrito •

Utilizar dibujos, imágenes o multimedia para presentar el recurso que se consume en exceso • Proporcionar datos en forma de gráficas sobre el consumo de los recursos"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 492

Location: second column, colabora

Original Text: "COLABORA: Trabaja con un compañero o en un grupo pequeño para investigar sobre los vertederos y los patrones relacionados con los desechos sólidos y los vertederos en tu estado o país. Desarrolla una presentación sobre los vertederos para informar a tu comunidad de lo que ocurre con sus desechos sólidos. ¡Sé creativo! Puedes presentar tu exposición por escrito, con un dibujo o de forma oral. Busque: Las presentaciones de los estudiantes deben incluir una descripción de qué es un vertedero y cómo funciona. Deben incluir el proceso de lo que ocurre, desde que se deshacen de sus residuos sólidos hasta que entran en el vertedero. Los estudiantes pueden mencionar que es importante conservar los materiales debido a los efectos de los residuos sólidos que se acumulan en los vertederos."

Updated Text: "COLABORA: Trabaja con un compañero o en un grupo pequeño para investigar soluciones para reducir la eliminación de desechos sólidos y el uso de vertederos en tu estado o en el país. • ¿Qué fuentes encontraste durante la investigación? ¿Cómo sabías que eran confiables? • Describe tres soluciones que se usen actualmente para reducir la eliminación de desechos sólidos. • Describe al menos una solución para reducir la eliminación de desechos sólidos que no esté generalizada ahora pero que tal vez lo esté en el futuro. • Evalúa las soluciones que describiste para saber si son poco costosas; es decir, analiza la relación entre lo bien que funciona una solución y cuánto cuesta. • ¿Qué solución es la forma menos costosa de reducir la eliminación de desechos sólidos? En primer lugar, comunica oralmente tu solución a otro grupo. Luego, presenta tu solución a la clase en forma de dibujo, cartel o presentación digital de diapositivas. Trabaja con tu maestro o con otro miembro de tu comunidad para implementar la solución. Busque: Las presentaciones de los estudiantes deben incluir una explicación de la solución que les parece la forma menos costosa de reducir la eliminación de desechos sólidos. Los estudiantes deben usar evidencias y materiales de apoyo para ilustrar por qué apoyan esta solución. Pueden mencionar que es importante conservar los materiales debido a los efectos de los desechos sólidos que se acumulan en los vertederos."

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ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 50

Location: Direction line, top of page

Original Text: "Responde estas preguntas para repasar la lección y practicar para el examen breve de la lección."

Updated Text: "Usa la tabla periódica como ayuda para responder la pregunta 3."

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ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 51

Location: Image caption

Original Text: N/A

Updated Text: "A: antimonio; B: fósforo rojo; C: fósforo blanco; D: arsénico; E: bismuto"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 598

Location: N/A

Original Text: N/A

Updated Text: "INVESTIGA: Identifica a un científico que esté investigando actualmente la ética científica y médica. • ¿Cuál es su formación académica y cuál es su foco de investigación? • Menciona algunas cuestiones éticas actuales de las ciencias o la medicina. • ¿Qué impacto tiene en la sociedad la investigación relacionada con la ética? [anno font] Busque: Un científico de investigación fiable que esté estudiando la ética científica y médica, su formación académica y su foco de investigación actual. Las respuestas de los estudiantes deben incluir cuestiones éticas actuales y una descripción del impacto que tiene en la sociedad la investigación relacionada con la ética."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 619

Location: Column 1, PASO 9, question text

Original Text: "PASO 9: Describe otra forma en que podrías modelar un organismo multicelular. La solución que propongas debe justificarse con tus conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células"

Updated Text: "PASO 9: Describe otra forma en la que podrías resolver el problema de hacer un modelo de un organismo multicelular. La solución que propongas debe justificarse con datos de tu investigación, con conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 621

Location: Column 2, Apoyo para las respuestas de los estudiantes, PASO 4, question text

Original Text: "PASO 4: Conversa con tu grupo sobre qué tipo de organismo crees que es la atrapamoscas. Elabora una explicación que justifique tu decisión"

Updated Text: "PASO 4: Conversa con tu grupo sobre qué tipo de organismo crees que es la venus atrapamoscas. Durante la argumentación, usa explicaciones científicas acerca de autótrofos y heterótrofos, así como las evidencias que reunió tu grupo en el PASO 2. Asegúrate de participar respetuosamente con el grupo, ya sea que estén de acuerdo o no. Anota tu explicación final."

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ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 627

Location: Column 2, Apoyo para las respuestas de los estudiantes, PASO 4

Original Text: "PASO 4: Describe cómo la estructura del elemento contribuye a realizar su función."

Updated Text: "PASO 4: Piensa en cómo se complementan la estructura y la función. Usa esta relación para explicar cómo la estructura de la característica del organismo ayuda a lograr su función."

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ISBN: 9780358881346

Type: Editorial Change

Current Page Number(s): p. 81

Location: All content on page

Original Text: "Precipitados" heading, paragraph text below, ANALIZA prompt and photo

Updated Text: "Notas" [with write-on lines for students to take notes]

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 89

Location: Column 1, Definir densidad, below COMPARA support

Original Text: N/A

Updated Text: "COMPARA: Se agrega aceite al sistema de arena, agua y aire del frasco. El aceite flota en una capa entre el agua y el aire. Usa esta información para comparar las densidades relativas de las sustancias y ordénalas de la menos densa a la más densa. [two column, four row table] Menos densa aire aceite agua Más densa arena"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 97

Location: Column 1, Colabora

Original Text: "COLABORA: Con un compañero, desarrolla un argumento que justifique o refute esta afirmación: Existe una fórmula matemática que representa patrones de densidad en los objetos. Usa evidencia obtenida en esta lección y tu conocimiento sobre patrones para justificar tu argumento. Los estudiantes deben argumentar que los patrones de densidad de los objetos se pueden encontrar mediante fórmulas matemáticas. Los estudiantes pueden hacer una o varias de las siguientes cosas: • Describir su argumento por escrito. • Desarrollar una fórmula matemática que muestre cómo calcular la densidad. • Comunicar su argumento oralmente a la clase como parte de un debate o presentación."

Updated Text: "COLABORA: Con un compañero, desarrolla un argumento que justifique o refute esta afirmación: Existe una fórmula matemática que representa patrones de densidad en los objetos. Usa evidencias de esta lección y tus conocimientos sobre patrones para justificar tu argumento. Primero, presenta tu argumento de forma oral a un compañero. Luego, preséntalo a la clase por escrito, por ejemplo, mediante un informe. Los estudiantes deben argumentar que los patrones de densidad de los objetos se pueden encontrar mediante fórmulas matemáticas. Deben comunicar su argumento de forma oral a un compañero y luego presentarlo a la clase por escrito, ya sea mediante un informe escrito o un ejemplo de una fórmula matemática que pueda usarse para calcular la densidad."

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6***
ISBN: 9780358841777

Type: Editorial Change

Current Page Number(s): p. 98

Location: Column 1, Colabora

Original Text: "COLABORA: Con un compañero, busca un ejemplo de tecnología en la que la densidad sea importante. Explica la tecnología a los compañeros de clase a través de un prototipo, un dibujo o una presentación oral."

Updated Text: "COLABORA: Con un compañero, busca un ejemplo de solución tecnológica en el que la densidad sea importante. Explica la tecnología a tus compañeros mediante un prototipo, un dibujo o una presentación oral. Luego, escribe tu explicación en un informe y entrégaselo al maestro."

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ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): Seasons (TEKS 6.9.A) Quiz, p. 1

Location: Item 3, Answer Choice A

Original Text: "A. La Tierra sigue una trayectoria en forma de óvalo alrededor del Sol"

Updated Text: "A. La Tierra sigue una trayectoria altamente elíptica alrededor del Sol"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Banco de destrezas y temas, p. 11

Location: Item 23, images for answer choices A and C

Original Text: Answer choice A image shows map with similar number of species in TX and OK Answer choice C image shows map with many species in ND, few species in NE

Updated Text: Answer choice A image shows map with many species in ND, few species in NE Answer choice C image shows map with similar number of species in TX and OK

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Banco de destrezas y temas, p. 23

Location: Item 50, prompt, sentence 5

Original Text: "¿Cómo podría afectar la reducción de costos el campo de la medicina?"

Updated Text: "¿Cómo es MÁS PROBABLE que la reducción de costos afecte el campo de la medicina?"

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ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Banco de destrezas y temas, p. 24

Location: Item 55, prompt, sentences 5–7

Original Text: "También hay hembras alfa que tienen estatus social sobre otras hembras. Tienden a trabajar en conjunto para formar un grupo bajo los alfas. Según esta información, ¿qué tipo de relación existe en la comunidad de chimpancés?"

Updated Text: "También hay hembras alfa que tienen estatus social sobre otras hembras y que tienden a trabajar en conjunto para formar un grupo bajo los alfas. Según esta información, ¿qué tipo de relación existe en la comunidad de chimpancés?"

Component: ***HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS 6.1–6.5 Banco de destrezas y temas, p. 27

Location: Item 62, prompt, paragraph 2

Original Text: "Los estudiantes propusieron varias soluciones posibles. ¿Qué solución podría ayudar MEJOR a restaurar todas las poblaciones de especies en la parcela arbolada?"

Updated Text: "Los estudiantes propusieron varias soluciones posibles para las poblaciones que se encuentran en disminución. ¿Qué solución podría ayudar MEJOR a restaurar todas las poblaciones de especies en la parcela arbolada?"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Exploración 1, Screen 3

Location: Materiales

Original Text: "Materiales"

Updated Text: "Materiales (por grupo)"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Exploración 2, Screen 2

Location: Paragraph 2, sentence 1

Original Text: "Para preparar una solución de bórax, se mezclan lentamente pequeñas cantidades de bórax en polvo con agua caliente hasta que no se disuelva más."

Updated Text: "Para preparar una solución de bórax saturada, se mezclan lentamente pequeñas cantidades de bórax en polvo con agua caliente hasta que no se disuelva más."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.10.C, Participa, Screen 2

Location: Materiales

Original Text: "Materiales (por pareja o grupo)"

Updated Text: "Materiales (por grupo)"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9780358881605

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.A, Desarrolla, Screen 1

Location: new path

Original Text: N/A

Updated Text: [new path] "Investiga" [new image: school of fish]

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Evalúa, Screen 1

Location: RESUME, question text, sentence 8

Original Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles que generan energía eléctrica."

Updated Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles al generar energía eléctrica."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9780358881605

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Evalúa, Screen 7

Location: Photo and related caption, below "Por qué es importante" heading

Original Text: [photo of People's Climate March] [caption] La Marcha Popular por el Clima (People's Climate March) que tuvo lugar en Nueva York en 2014 sirvió para concientizar sobre los problemas medioambientales.

Updated Text: [Delete photo and caption]

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9780358881605

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Exploración 2, Screen 1

Location: Fourth paragraph (next to photo of wind turbines), third sentence

Original Text: Los científicos también han desarrollado tecnologías para eliminar la necesidad de extraer y quemar combustibles fósiles o aprovechar otros recursos disponibles. Por ejemplo, las turbinas eólicas usan el viento que ya sopla en una región y no queman combustibles fósiles para generar electricidad. Las turbinas eólicas generan energía limpia porque no contaminan el aire cuando están en funcionamiento. Sin embargo, la construcción de turbinas eólicas requiere recursos. La obtención de esos recursos puede afectar negativamente al medio ambiente.

Updated Text: Los científicos también han desarrollado tecnologías para eliminar la necesidad de extraer y quemar combustibles fósiles o aprovechar otros recursos disponibles. Por ejemplo, las turbinas eólicas usan el viento que ya sopla en una región y no queman combustibles fósiles para generar electricidad. Hay quienes consideran esta tecnología como "energía limpia" o "energía renovable", porque las turbinas eólicas no producen contamminación del aire cuando

funcionan. Sin embargo, construir una turbina eólica requiere recursos y, obtener esos recursos, puede tener in impacto negativo en el medio ambiente.

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9780358881605

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.11.B, Exploración 2, Screen 7

Location: Second paragraph (just above video), additional sentence to end paragraph

Original Text: Muchos grandes fabricantes de automóviles han invertido en el desarrollo de tecnología para vehículos eléctricos. Como los vehículos eléctricos no emiten contaminación atmosférica, su adopción generalizada podría mejorar notablemente la calidad del aire en muchas ciudades.

Updated Text: Muchos grandes fabricantes de automóviles han invertido en el desarrollo de tecnología para vehículos eléctricos. Como los vehículos eléctricos no emiten contaminación atmosférica, su adopción generalizada podría mejorar notablemente la calidad del aire en muchas ciudades. Este beneficio para una ciudad no elimina completamente la contaminación del aire, porque la electricidad que se necesita para los vehículos eléctricos suele producir contaminación del aire en otro lugar.

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.A, Exploración 1, Screen 2

Location: INVESTIGA Hot Spot interactivity, bottom of screen

Original Text: hotspot label: "Pez"

Updated Text: hotspot label: "Salmón"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.C, Evalúa, Screen 6

Location: Por qué es importante, Conexiones para tener en cuenta

Original Text: "¿Qué sucedería si la población de uno de estos organismos disminuyera?"

Updated Text: "¿Qué sucedería si las poblaciones de árboles de un bosque disminuyeran?"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.12.C, Exploración 3, Screen 2

Location: Método de marcado y recaptura, formula, blue box

Original Text: "estimación de la población = (n.º marcado en m1) / (% marcado en m2)"

Updated Text: "6. La fórmula que utilizan los científicos para estimar el tamaño de la población mediante el método de marcado y recaptura se muestra a continuación. (número de individuos en la Muestra 1 x número de individuos en la Muestra 2) / número de individuos marcados en la Muestra 2"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9780358881605

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.13.C, Desarrolla, Screen 2

Location: Three paragraphs below photo

Original Text: Nacido en Filipinas y criado en California, el Dr. John Paul Balmonte es miembro de la comunidad LGBTQ+ y fue la primera persona de su familia en doctorarse. Sus estudios sobre las bacterias en los ecosistemas acuáticos lo han llevado por todo el mundo. Las bacterias desempeñan muchas funciones fundamentales en los ecosistemas, como productoras y como descomponedoras. El Dr. Balmonte usa la secuenciación del ADN para conocer mejor los tipos y las funciones de las bacterias de lagos, ríos y océanos. Entre otras áreas de investigación, ha estudiado qué tan susceptibles son algunas bacterias acuáticas a infecciones causadas por virus y cómo algunas bacterias acuáticas pueden vivir en condiciones de alta presión. Además de sus investigaciones, el Dr. Balmonte disfruta de hablar con estudiantes de todo el mundo sobre ser científico. También participa en diversos eventos de divulgación educativa y le gusta formar parte de iniciativas de diversidad, equidad e inclusión.

Updated Text: La educación es importante para el Dr. John Paul Balmonte, quien nació en Filipinas y es la primera persona de su familia en obtener un doctorado. De hecho, él mismo se considera tan educador como científico. A pesar de mantenerse ocupado con su ivestigación, siempre encuentra tiempo para hablar sobre lo que es ser un científico con los estudiantes del mundo. También participa en diversos eventos de divulgación educativa, y le gusta formar parte de iniciativas de diversidad, equidad e inclusión. La investigación del Dr. Balmonte sobre las bacterias en los ecosistemas acuáticos, lo han llevado por todo el mundo. La bacteria tiene varias funciones fundamentales en los ecosistemas, como productora y como descomponedora. El Dr. Balmonte usa la secuenciación de ADN para conocer mejor los tipos y las funciones de las bacterias en lagos, ríos y océanos. Algunas de las áreas específicas de su estudio incluyen qué tan susceptibles son algunas bacterias acuáticas a infecciones causadas por virus y cómo algunas bacterias acuáticas pueden vivir en condiciones de alta presión. El Dr. Balmonte estudió en la Universidad de Carolina del Norte, en Chapel Hill, y es actualmente profesor asistente de Lehigh University.

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.6.D, Participa, Screen 4

Location: Paragraph after Video Interactivity, MOVE TO Video Instruction

Original Text: "Al principio, una pasa se hunde porque es más densa que el líquido carbonatado. Luego, unas burbujas de dióxido de carbono se adhieren a la superficie de la pasa, lo que aumenta su volumen con muy poco aumento de su masa. La densidad de la pasa con burbujas adheridas es menor que la del líquido carbonatado, así que flota. Una vez que la pasa con burbujas alcanza la superficie, las burbujas de gas escapan hacia el aire, el volumen de la pasa disminuye y esta se hunde."

Updated Text: "Observa atentamente para encontrar pistas sobre por qué estas pasas se hunden y flotan en el agua carbonatada."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.A, Evalúa, Screen 6

Location: Energía cinética para objetos de diferentes masas que se mueven a diferentes velocidades Table for practice question 6, far right column heading

Original Text: N/A

Updated Text: "Energía cinética a mayor velocidad"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.B, Exploración 1, Screen 4

Location: Short Text Interactivity, PASO 2

Original Text: "Explora con los distintos materiales y reúne evidencias para responder la pregunta: ¿Rodará la pelota alguna vez más alto que la altura desde la que se suelta? Puedes intentar con medios tubos de diferentes anchos y alturas."

Updated Text: "Explora los materiales provistos y reúne evidencias para responder la pregunta: ¿Rodará la pelota alguna vez más alto que la altura desde la que se suelta? Puedes intentar con medios tubos de diferentes anchos y alturas. Anota las observaciones."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.C, Evaluate, Screen 4

Location: Short Text Interactivity, Question 3

Original Text: "La persona mueve el extremo del resorte de juguete hacia adelante y hacia atrás en dirección paralela al largo del juguete."

Updated Text: "La persona mueve el extremo del resorte de juguete hacia arriba y hacia abajo en dirección perpendicular al largo del juguete."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS lesson 6.8.C, Participa, Screen 7

Location: Drag and Drop Interactivity, Question 2 feedback

Original Text: "Una recta perpendicular forma un ángulo recto, o de 90°, con una recta horizontal."

Updated Text: "Una recta perpendicular forma un ángulo recto, o de 90°, con otra recta."

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.9.A, Exploración 4, Screen 3

Location: Materiales, bullet 5

Original Text: "hilo fuerte o cuerda fina"

Updated Text: "hilo fuerte o cuerda fina, corte de 27 cm"

Component: ***HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6***
ISBN: 9.78036E+12

Type: Editorial Change

Current Page Number(s): TEKS Lesson 6.9.A, Exploración 4, Screen 4

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Publisher: Learning.com

Technology Applications, Kindergarten

Program: Learning.com TechApps for Texas: TEKS

Feedback and Publisher Responses

Feedback Text: This resource went above and beyond in meeting the TEKs. Teacher resources and student activities are totally aligned to the TEKS and go in depth teaching the subject.

Publisher Response: Thank you for the positive feedback! We will continue to create fantastic resources for students going forward.

Publisher: Learning.com

Technology Applications, Grade 1

Program: Learning.com TechApps for Texas: TEKS

Feedback and Publisher Responses

Component: ***Learning.com TechApps for Texas - Grade 1***
ISBN: 9798987398210

Page Number(s): 1

URL:

View Content

Feedback Text: Students should not have the capability to skip through the instructions of the game because that is where the content is located.

Publisher Response: The interactive game will be updated to require that students complete the game onboarding and introduction when the game is first launched then be able to skip during subsequent launches.

Component: ***Learning.com TechApps for Texas - Grade 1***
ISBN: 9798987398210

Page Number(s): 3

URL:

View Content

Feedback Text: While this activity does meet the TEKS, it seems like it would be hard for students to transfer between the answer choices and the map with 6 steps. A more interactive activity where they place each arrow and get immediate feedback would be much more appropriate for a 1st grader.

Publisher Response: The practice will be updated to include fewer steps in the answer choices and a smaller map to make it easier for students to transfer between the steps and the map.

Publisher: Learning.com

Technology Applications, Grade 2

Program: Learning.com TechApps for Texas: TEKS

Feedback and Publisher Responses

Component: ***Learning.com TechApps for Texas - Grade 2***
ISBN: 9798987398227

Page Number(s): 15, 17

URL:

View Content

Feedback Text: I like the emojis

Publisher Response: Thank you! We will continue to use all resources at our disposal to make the content engaging and relevant for students!

Component: ***Learning.com TechApps for Texas - Grade 2***
ISBN: 9798987398227

Page Number(s): 5, 7, 9, 10, 16, 17

URL:

View Content

Feedback Text: Slide 17 is about output, not input

Publisher Response: Slide 17 removed from citation.

Component: ***Learning.com TechApps for Texas - Grade 2***
ISBN: 9798987398227

Page Number(s): 5, 8, 9, 10, 16, 17

URL:

View Content

Feedback Text: Slide 16 is about input, not output

Publisher Response: Slide 16 removed from citation.

Component: ***Learning.com TechApps for Texas - Grade 2***
ISBN: 9798987398227

Page Number(s): 8

URL:

Proclamation 2024 Comprehensive Report of Editorial Changes (A–L) (01/29/2024)

View Content

Feedback Text: Be consistent with vocabulary use. The activity says and "if _ then" statement which is helpful but it should also have that vocab term conditional as well.

Publisher Response: On step 8 of the activity, the text will be changed to include the vocabulary term conditional. It will read, "Now, write your own step-by-step plan for completing a simple task! Make sure your plan includes a conditional "if..." statement like the example above!"

Publisher: Learning.com

Technology Applications, Grade 3

Program: Learning.com TechApps for Texas: TEKS

Feedback and Publisher Responses

Component: ***Learning.com TechApps for Texas - Grade 3***
ISBN: 9798987398234

Page Number(s): 14,16,27

URL:

View Content

Feedback Text: This lesson shows how to save in older programs. It would be beneficial for students to learn how to save in updated programs, such as cloud storage.

Publisher Response: The lesson will be updated to include additional and more current saving options as well as updated visuals.

Component: ***Learning.com TechApps for Texas - Grade 3***
ISBN: 9798987398234

Page Number(s): 14,16,27

URL:

View Content

Feedback Text: This would be better if it were updated to show more current ways to save files by clicking on titles etc

Publisher Response: The lesson will be updated to include additional and more current saving options as well as updated visuals.

Component: ***Learning.com TechApps for Texas - Grade 3***
ISBN: 9798987398234

Page Number(s): 7

URL:

View Content

Feedback Text: In order to respond to the second question, a paragraph box would be easier to use since it would allow the user to list steps on different lines.

Publisher Response: The open-ended response answer field will be changed to the essay style response field instead of short text style response field to allow students to type in a list format.

Component: ***Learning.com TechApps for Texas - Grade 3***
ISBN: 9798987398234

Page Number(s): 8

URL:

View Content

Feedback Text: Instead of one long line space to answer, please provide students with the space to type and hit enter (long answer) or the ability to create a drag and drop and order their answers.

Publisher Response: The open-ended response answer field will be changed to the essay style response field instead of short text style response field to allow students to type in a list format.

Component: ***Learning.com TechApps for Texas - Grade 3***
ISBN: 9798987398234

Page Number(s): 9

URL:

View Content

Feedback Text: Great opportunity to collaborate with others!

Publisher Response: Thank you for the positive feedback!

Publisher: Learning.com

Technology Applications, Grade 4

Program: Learning.com TechApps for Texas: TEKS

Feedback and Publisher Responses

Component: ***Learning.com TechApps for Texas - Grade 4***
ISBN: 9798987398241

Page Number(s): 15-19

URL:

View Content

Feedback Text: We accepted and like the processes that are included. Can you add a sentence about choosing an authentic or real-life problem.

Publisher Response: In the discussion, students will be asked to think about a real-life problem that they have encountered at school and share how they could use the design process to develop a solution.

Component: ***Learning.com TechApps for Texas - Grade 4***
ISBN: 9798987398241

Page Number(s): 7

URL:

View Content

Feedback Text: Not sure that cutting the hose and then putting it back together somehow will allow water to flow through. Use a better example.

Publisher Response: The example will be replaced with a loop that relates to sorting a mixed stack of plates instead of cutting a hose.

Publisher: Learning.com

Technology Applications, Grade 5

Program: Learning.com TechApps for Texas: TEKS

Feedback and Publisher Responses

Component: ***Learning.com TechApps for Texas - Grade 5***
ISBN: 9798987398258

Page Number(s): 13

URL:

View Content

Feedback Text: The citation should include the 2 prior slides to fully complete the narrative standards. The teacher notes elaborates but I would include slide 11, 12 in the citation.

Publisher Response: Citation updated.

Component: ***Learning.com TechApps for Texas - Grade 5***
ISBN: 9798987398258

Page Number(s): 15,23

URL:

View Content

Feedback Text: The citation could be elaborated. It needs a definition to build on what and how a LMS can be used and why. This is just pointing to examples.

Publisher Response: The LMS section of the discussion will be updated to include the definition of an LMS and an explanation of how and why a LMS would be used.

Publisher: Learning.com

Technology Applications, Grade 6

Program: Learning.com TechApps for Texas: TEKS

Feedback and Publisher Responses

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 1

URL:

View Content

Feedback Text: we suggest using "the pigeon" or "it". we were confused whether "they" referred to the pigeon and worm together

Publisher Response: The activity instructions will be updated to read:Using an application of your choice, create a block-based program to solve this pigeon’s problem. The pigeon would like to jump over each puddle it is in front of. The pigeon would also like to eat each worm it is next to. Create a program that has a sequence, loops, a conditional and an event to help the pigeon solve its problems.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 1

URL:

View Content

Feedback Text: This is very confusing. Why is the pigeon a "they"? Is this a non binary gender reference? It needs to be changed per state law.also- the verbage in general, is very stilted and awkward.

Publisher Response: The activity instructions will be updated to read:Using an application of your choice, create a block-based program to solve this pigeon’s problem. The pigeon would like to jump over each puddle it is in front of. The pigeon would also like to eat each worm it is next to. Create a program that has a sequence, loops, a conditional and an event to help the pigeon solve its problems.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 1

URL:

View Content

Feedback Text: Your text on the slide is asking for the wrong thing. You are asking for students to state their code but your text:"Turn in your code to your teacher. Type in the box below where you submitted it." I submitted it to my teacher is the correct answer.....nothing to do with the code or what ever you are truly asking for.....

Publisher Response: The activity will be updated to include this statement about submitting student work:Submit your final code based on your teacher’s instructions. Type in the box where you submitted your work including which program you used to create it. An open-ended box will be provided for students to type their response.Submit a picture of your block-based code.A response box will be provided for students to upload their block-based code image.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 1

URL:

View Content

Feedback Text: The writing here should be the standard for the rest of the curriculum.

Publisher Response: Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 1

URL:

View Content

Feedback Text: Please add AI generated works to the copyright discussions and lessons.

Publisher Response: Reference to copyright related to artificial intelligence will be added to instruction and practice.

Component: *Learning.com TechApps for Texas - Grade 6*
ISBN: 9798987398265

Page Number(s): 12

URL:

View Content

Feedback Text: good activity if the teacher knows to stop the slide show and move to small group discussion. Once the students have written down their responses the teacher would pull everyone back to discuss and build out the results.Seasoned teacher would be fine, first year teacher without support would fail on this with out directions.

Publisher Response: The lesson is designed to be an independent learning experience for the student, but we will add additional guidance in the lesson plan to provide small group discussion as an option if the teacher would prefer to manage their classroom that way.

Component: *Learning.com TechApps for Texas - Grade 6*
ISBN: 9798987398265

Page Number(s): 2

URL:

View Content

Feedback Text: FROM ACTIVITY BAD WORDING. "...would help you be the best person on helping plan a road trip"FROM POWERPOINT "Will this new item reflect your personality and the intended user's?" BAD WORDING

Publisher Response: This was addressed with the resubmitted item for the breakout. https://teacher.learning.com/library/sequences/7088fbe7-6f4f-4557-9e11-6546ba64f5cb/units/e50ea4f8-02cd-4b61-846e-deabe3f04ad7/items/bfc73428-5f94-4e04-b35e-efe8b41bfee4/EN?availableLanguages=English

Component: *Learning.com TechApps for Texas - Grade 6*
ISBN: 9798987398265

Page Number(s): 2

URL:

View Content

Feedback Text: Multiple font colors, sizes and stylizations hinder readability, especially for struggling readers and special populations.

Publisher Response: Content will be reviewed and updated (as applicable) for spelling, grammar, capitalization, punctuation, and styling.

Component: *Learning.com TechApps for Texas - Grade 6*
ISBN: 9798987398265

Page Number(s): 2, 3

URL:

View Content

Feedback Text: weird that the audio tracks/ helps just appear in this lesson. would be better used in the lesson that had the word "ideate".

Publisher Response: Thank you for the feedback, we are adding audio tracks to all of our new content and are working on updating older content as we have time.

Component: *Learning.com TechApps for Texas - Grade 6*
ISBN: 9798987398265

Page Number(s): 2, 3

URL:

View Content

Feedback Text: it is nice to see the audio track added to this slide deck, can it be added to the others used. There are a bunch of ELL students that could benefit from this addition.

Publisher Response: Thank you for the feedback, we are adding audio tracks to all of our new content and are working on updating older content as we have time.

Component: *Learning.com TechApps for Texas - Grade 6*
ISBN: 9798987398265

Page Number(s): 3

URL:

View Content

Feedback Text: Consider adding AI usage to the ethical behaviors materials.

Publisher Response: Content will be updated to include district policies related to emerging technologies, such as artificial intelligence.

Component: *Learning.com TechApps for Texas - Grade 6*
ISBN: 9798987398265

Page Number(s): 4, 7, 8, 11, 13, 14

URL:

View Content

Feedback Text: cute activity. lots of opportunity for positive feedback to students in getting the action if the debugging is done correctly.

Publisher Response: Thank you for the feedback!

Component: *Learning.com TechApps for Texas - Grade 6*
ISBN: 9798987398265

Page Number(s): 5

URL:

View Content

Feedback Text: notes on slide repeat the bullet numbers.

Publisher Response: The notes section on slide 5 will be updated to reflect an ordered list from 1-3.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 7, 8, 9, 11

URL:

View Content

Feedback Text: slide 8= "hands drawings" HUH?

Publisher Response: Slide 9 notes will update "hand drawings" to be "In the fashion industry, designers often use sketches or drawings to ideate- some use paper and some use drawing programs:"

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 8, 10, 12

URL:

View Content

Feedback Text: FROM SLIDE: "compare and contrast information from your team's". BAD WORDINGDO YOU MEAN "BY HAND" WHEN YOU SAY "use hands drawings"

Publisher Response: This was addressed with the resubmitted item for the breakout.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 8, 10, 12

URL:

View Content

Feedback Text: THE WAY THIS IS WRITTEN IS POOR.

Publisher Response: This was addressed with the resubmitted item for the breakout.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 8, 10, 12

URL:

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Feedback Text: Poorly written

Publisher Response: This was addressed with the resubmitted item for the breakout.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 9

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Feedback Text: Identifying the pigeon as "they" identifies the pigeon as non-binary which may conflict with Texas Education Codes.

Publisher Response: Text on slide 9 for this breakout relates to Sal, a male character. Where the pigeon appears in the slide deck, it will be replaced with a female character and "their" will be changed to "she" or "her" as applicable based on the recommendation.

Component: ***Learning.com TechApps for Texas - Grade 6***
ISBN: 9798987398265

Page Number(s): 9

URL:

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Feedback Text: Writing is awkward and does not model best practice in writing conventions, which is essential for emerging bilinguals. Example:"What Clothing is Needed to Wear?"Solution: Use Grammarly or CHatGPT to improve sentence structures.

Publisher Response: The sentence will be changed to "What clothing should be worn?"

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ISBN: 9798987398265

Page Number(s): 9-12

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Feedback Text: the video activity needs to be more exact. there should not be multiple directions in the same block.

Publisher Response: This was addressed with the new content submitted for the breakout. https://teacher.learning.com/library/sequences/7088fbe7-6f4f-4557-9e11-6546ba64f5cb/units/e50ea4f8-02cd-4b61-846e-deabe3f04ad7/items/6d2fabfe-873d-46a4-b307-1fd76f35c0c0/EN?availableLanguages=English

Publisher: Learning.com

Technology Applications, Grade 8

Program: Learning.com TechApps for Texas: TEKS

Feedback and Publisher Responses

Component: ***Learning.com TechApps for Texas - Grade 8***
ISBN: 9798987398289

Page Number(s): 1,2

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Feedback Text: In the directions for the specific citation, it is clear where slide 9 is but there are no notes for slide 9 or slide 10. It would be more beneficial to have notes for slide 9 and slide 10 to be consistent with the full slide deck.

Publisher Response: The lesson plan will be updated to include the text from the notes section on slides 9 and 10 to be consistent with the full slide deck.

Component: ***Learning.com TechApps for Texas - Grade 8***
ISBN: 9798987398289

Page Number(s): 2

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Feedback Text: This is a good example of a pseudocode. While in the interactive activity, the directives start the student in the direction of the first black circle. The directions say "Then continue on." It is recommended to reword this statement to tell the student that all circles and shapes must be included in the code. The way it is written is ambiguous.

Publisher Response: The sentence will be updated to read, "Then continue on and include all circles and shapes to complete the psuedocode."

Component: ***Learning.com TechApps for Texas - Grade 8***
ISBN: 9798987398289

Page Number(s): 2

URL:

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Feedback Text: This activity does not clearly define the backup process. It can be implied but is confusing. Does this mean that the renaming of the files and the screenshot of the files is the backup? Where is the physical step of the backup to the cloud from a local drive or vice versa? The term back up only shows up in the introductions but is not listed in the instructional steps.

Publisher Response: This activity will be updated to include a Think About It section which will say, "Remember that a backup is a duplicate version of a file or folder that is saved in an alternate location. The purpose of a backup of your files and folders is to help with recovery if something happens to the original file." On page 2, step 8 will become step 9 and a new step 8 will be added. It will read, "Now that you have organized your files and folders, it is important to create a backup in case something happens to your originals. The backup might be made to an external hard drive or to a cloud storage location. Be sure to make a note of where you created your backup in case you need it in the future."

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ISBN: 9798987398289

Page Number(s): 3

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Feedback Text: Breakout 12:E.i and 12.E.ii addresses the application of shortcuts. The activities were rejected in both of these breakouts due not aligning with any application of shortcuts material. When reviewing this breakout activity, Pages 1 and 2 dealt with application of shortcuts. Should be the activity associated with Breakout 12.E.i and 12.E.ii? Please take a look. Thank you.

Publisher Response: This practice activity is designed to meet 12.E.i, 12.E.ii, 12.F.i and 12.F.ii .