Proclamation 2024: New Content in Response to Public Testimony

This report contains the new content that publishers proposed in response to public testimony provided to the State Board of Education (SBOE) at the November 2023 Committee of the Full Board meeting. These proposed changes will be added to the Proclamation 2024 Comprehensive Editorial Change Report following the November SBOE meeting and must be included in the instructional materials as a condition of adoption by the SBOE.

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 3

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

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

ISBN: 9798987754801

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Magnetic Attraction Investigation. Plan Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they plan their investigation are:
1. What properties of the objects are we exploring in our investigation?
2. How will you determine the property of each object?
3. Do you have a guess about which objects will be magnetic and which will not? What property did you use to make that guess?

We will add similar questions in the same location for the following investigation:
1. State Your Shape Investigation
2. States of Matter and Mass Investigation
3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
7. Draft Horses Investigation
8. Energy All Around Us Investigation
9. Keeping Chickens Warm with Light Investigation
10. Electric Toy Car Investigation
11. Bowling Ball Energy Investigation
12. Heat Shield for Playground Equipment Design Challenge
13. Which is the Best Spoon? Investigation
14. Do Other Planets Have Eclipses? Investigation
15. Weather in Different Locations Investigation
16. Landslides Investigation
17. Fertile Soil in Raised Gardens Investigation
18. Mosquito Prevention Investigation

19. Wood Frogs of Washington County Investigation
20. Fruit Farm Investigation
21. Congress Avenue Bats Investigation
22. Migration in Yellowstone Investigation
23. Rabbits on Whidbey Island Investigation
24. Pineywoods Food Chain Investigation
25. Millions of Years in the Making Investigation
26. Patterns of Change in Living Things Investigation
27. Walruses in the Arctic Investigation
28. Mealworm Food Preferences Investigation

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

ISBN: 9798987754801

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Magnetic Attraction Lesson. Task Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions about the phenomenon you might want to ask students as they work in small groups are:
1. Has anyone ever used a magnet before? What did you use the magnet for?
2. What is the biggest magnet you have ever seen?
3. What types of materials are used to make a magnet?

We will add similar questions in the same location for the following investigation:
1. State Your Shape Investigation
2. States of Matter and Mass Investigation
3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
7. Draft Horses Investigation
8. Energy All Around Us Investigation
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12. Heat Shield for Playground Equipment Design Challenge
13. Which is the Best Spoon? Investigation
14. Do Other Planets Have Eclipses? Investigation
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24. Pineywoods Food Chain Investigation

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25. Millions of Years in the Making Investigation
26. Patterns of Change in Living Things Investigation
27. Walruses in the Arctic Investigation
28. Mealworm Food Preferences Investigation

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

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Location: Magnetic Attraction Investigation. Do Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they carry out their plan are:
1. How did you keep track of which objects are magnetic and which are not?
2. Look around the classroom--are there any other objects in the room you think would be magnetic?
3. Look around the classroom--are there any other objects in the room you think would not be magnetic?

We will add similar questions in the same location for the following investigation:
1. State Your Shape Investigation
2. States of Matter and Mass Investigation
3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
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Location: Magnetic Attraction Investigation. Ideas Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What does sorting mean?
2. What do we do when we sort objects?
3. What does the word properties mean?
4. Can you give an example of a property of an object we can see in the classroom?

We will add similar questions in the same location for the following investigation:
1. State Your Shape Investigation
2. States of Matter and Mass Investigation
3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
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8. Energy All Around Us Investigation
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10. Electric Toy Car Investigation
11. Bowling Ball Energy Investigation
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13. Which is the Best Spoon? Investigation
14. Do Other Planets Have Eclipses? Investigation
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Location: Magnetic Attraction Investigation. Share Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they make their draft argument are:
1.Were there any objects that were magnetic that you did not think would be magnetic?
2. Were there any objects that were not magnetic that you thought would be magnetic?
3. I notice that your argument does not use some of the words we read about earlier, like attract or repel. Can you add those words to your argument?

We will add similar questions in the same location for the following investigation:
1. State Your Shape Investigation
2. States of Matter and Mass Investigation
3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
7. Draft Horses Investigation
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Magnetic Attraction Investigation. Ideas Stage, Activity 2. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What does the word attraction mean?
2. What does the word repell mean?
3. A push or pull on an object is a force. Can you think of any forces besides magnets?

We will add similar questions in the same location for the following investigation:
1. State Your Shape Investigation
2. States of Matter and Mass Investigation
3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
7. Draft Horses Investigation
8. Energy All Around Us Investigation
9. Keeping Chickens Warm with Light Investigation
10. Electric Toy Car Investigation
11. Bowling Ball Energy Investigation
12. Heat Shield for Playground Equipment Design Challenge
13. Which is the Best Spoon? Investigation
14. Do Other Planets Have Eclipses? Investigation
15. Weather in Different Locations Investigation
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Magnetic Attraction Investigation. Reflect Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students during the whole class discussion are:
1. What does sorting mean?
2. What do we do when we sort objects?
3. What does the word properties mean?
4. Can you give an example of a property of an object we can see in the classroom?
5. What does the word attraction mean?

6. What does the word repell mean?
7. A push or pull on an object is a force. Can you think of any forces besides magnets?

We will add similar questions in the same location for the following investigation:
1. State Your Shape Investigation
2. States of Matter and Mass Investigation
3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
7. Draft Horses Investigation
8. Energy All Around Us Investigation
9. Keeping Chickens Warm with Light Investigation
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12. Heat Shield for Playground Equipment Design Challenge
13. Which is the Best Spoon? Investigation
14. Do Other Planets Have Eclipses? Investigation
15. Weather in Different Locations Investigation
16. Landslides Investigation
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18. Mosquito Prevention Investigation
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20. Fruit Farm Investigation
21. Congress Avenue Bats Investigation
22. Migration in Yellowstone Investigation
23. Rabbits on Whidbey Island Investigation
24. Pineywoods Food Chain Investigation
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26. Patterns of Change in Living Things Investigation
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28. Mealworm Food Preferences Investigation

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Location: Magnetic Attraction Investigation. Ideas Stage, Activity 3. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What is a scientific discovery?
2. How do scientific discoveries help other scientists?
3. How do scientific discoveries help people in general?

We will add similar questions in the same location for the following investigation:
1. State Your Shape Investigation
2. States of Matter and Mass Investigation

3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
7. Draft Horses Investigation
8. Energy All Around Us Investigation
9. Keeping Chickens Warm with Light Investigation
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11. Bowling Ball Energy Investigation
12. Heat Shield for Playground Equipment Design Challenge
13. Which is the Best Spoon? Investigation
14. Do Other Planets Have Eclipses? Investigation
15. Weather in Different Locations Investigation
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26. Patterns of Change in Living Things Investigation
27. Walruses in the Arctic Investigation
28. Mealworm Food Preferences Investigation

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Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Magnetic Attraction Investigation. Report Stage, Activity 4. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: In order for students to recieve all of the points possible on the report, students should include the following in their report:
A. explain how scientific discoveries impact science.
B. explain how scientific discoveries impact society.
C. measure physical properties of matter, including magnetism.
D. test physical properties of matter, including magnetism.
E. record physical properties of matter, including magnetism.

Students should also include the following vocabulary terms in their report:
A. property
B. classify or sort
C. force
D. magnet
E. Push or repel

F. Pull or attract

We will add similar questions in the same location for the following investigation:

1. State Your Shape Investigation
2. States of Matter and Mass Investigation
3. Unsinkable Signal Buoy Engineering Design Challenge
4. Which Way is Down? Investigation
5. Pushing a Magnet with a Magnet Investigation
6. Wrecking Ball Investigation
7. Draft Horses Investigation
8. Energy All Around Us Investigation
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12. Heat Shield for Playground Equipment Design Challenge
13. Which is the Best Spoon? Investigation
14. Do Other Planets Have Eclipses? Investigation
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24. Pineywoods Food Chain Investigation
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27. Walruses in the Arctic Investigation
28. Mealworm Food Preferences Investigation

Publisher: Discovery Education Inc

Science, Grade 3

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

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

ISBN: 9781616291457

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

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

Original Text: New Content

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

Publisher: EduSmart

Science, Grade 3

Program: *2024 EduSmart Science Grade 3: TEKS*

Component: *2024 Edusmart Science Grade 3*

ISBN: 9781939511157

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 Edusmart Science Grade 3*

ISBN: 9781939511157

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 Edusmart Science Grade 3*

ISBN: 9781939511157

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 Edusmart Science Grade 3*

ISBN: 9781939511157

Link to Current Content:
View Current Content

Current Page Number(s): 5

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 Edusmart Science Grade 3*

ISBN: 9781939511157

Link to Current Content:
View Current Content

Current Page Number(s): 6

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 Edusmart Science Grade 3*

ISBN: 9781939511157

Link to Current Content:
View Current Content

Current Page Number(s): 6

Location: middle of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 Edusmart Science Grade 3*

ISBN: 9781939511157

Link to Current Content:
View Current Content

Current Page Number(s): 6

Location: middle of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 Edusmart Science Grade 3*

ISBN: 9781939511157

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: only image

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Image only

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 4

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

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Task Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions about the phenomenon you might want to ask students as they work in small groups are:
1. Has anyone ever had to identify an unknown substance before?
2. Has anyone ever used a powder before?
3. Are all powders white?

We will add similar questions in the same location for the following investigation:
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation

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7. Winner! Winner! Hot Dinner! Investigation
8. Energy Transferred by Sound Investigation
9. Sled Up a Ramp Investigation
10. Billiards Break Speed Investigation
11. Powering Amarillo Investigation
12. Impact of Natural Resources Investigation
13. Water in the Desert Investigation
14. Exposed Tree Roots Investigation
15. Mouth of the Mississippi investigation
16. Ice and Bumpy Roads Investigation
17. Recession of Glaciers Investigations
18. The Power of Wind Investigation
19. Storm Surge Protection for Texas Coastal Homes Engineering Design Challenge
20. Differences in Duration of Daylight Investigation
21. Moon Phases Investigation
22. Comparing Climates Investigation
23. Water Traveling from Roots to Leaves Investigation
24. Plant Growth Investigation
25. Matter and Energy Transfer in Arctic Ecosystems Investigation
26. Decomposers in the Soil Investigation
27. Animal Diversity on School Grounds Investigation
28. Ancient Ecosystem in West Texas Investigation
29. Pepper Defense Investigation
30. Traits of Parents and Offspring Investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Ideas Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What does the word properties mean?
2. Can you give an example of a property of an object we can see in the classroom?
3. What is a physical property?
4. What is a chemical property?
5. Do all objects have both physical and chemical properties?
6. What do we mean by the state of matter?

We will add similar questions in the same location for the following investigation:
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation
7. Winner! Winner! Hot Dinner! Investigation

8. Energy Transferred by Sound Investigation
9. Sled Up a Ramp Investigation
10. Billiards Break Speed Investigation
11. Powering Amarillo Investigation
12. Impact of Natural Resources Investigation
13. Water in the Desert Investigation
14. Exposed Tree Roots Investigation
15. Mouth of the Mississippi investigation
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26. Decomposers in the Soil Investigation
27. Animal Diversity on School Grounds Investigation
28. Ancient Ecosystem in West Texas Investigation
29. Pepper Defense Investigation
30. Traits of Parents and Offspring Investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Ideas Stage, Activity 2. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What is a particle?
2. How do the particles impact an objects physical and chemical properties?

We will add similar questions in the same location for the following investigation:
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation
7. Winner! Winner! Hot Dinner! Investigation
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13. Water in the Desert Investigation
14. Exposed Tree Roots Investigation
15. Mouth of the Mississippi investigation
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17. Recession of Glaciers Investigations
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26. Decomposers in the Soil Investigation
27. Animal Diversity on School Grounds Investigation
28. Ancient Ecosystem in West Texas Investigation
29. Pepper Defense Investigation
30. Traits of Parents and Offspring Investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Ideas Stage, Activity 3. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What is a pattern?
2. What types of patterns are there?
3. Can you think of an example of a pattern?

We will add similar questions in the same location for the following investigation:
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation
7. Winner! Winner! Hot Dinner! Investigation
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Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Plan Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they plan their investigation are:
1. What properties of the powders are important to identify in this investigation?
2. Will you use physical or chemical properties to identify the powders?
3. Are there any physical properties that all of the powders have in common?

We will add similar questions in the same location for the following investigation:
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation
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21. Moon Phases Investigation
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29. Pepper Defense Investigation
30. Traits of Parents and Offspring Investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Do Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they carry out their plan are:
1. How did you keep track of the physical and chemical properties of hte powders?
2. Are there any physical or chemical properties of the powders that were the same for all of the powders?

We will add similar questions in the same location for the following investigation
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation
7. Winner! Winner! Hot Dinner! Investigation
8. Energy Transferred by Sound Investigation
9. Sled Up a Ramp Investigation
10. Billiards Break Speed Investigation
11. Powering Amarillo Investigation
12. Impact of Natural Resources Investigation
13. Water in the Desert Investigation
14. Exposed Tree Roots Investigation
15. Mouth of the Mississippi investigation
16. Ice and Bumpy Roads Investigation
17. Recession of Glaciers Investigations
18. The Power of Wind Investigation
19. Storm Surge Protection for Texas Coastal Homes Engineering Design Challenge
20. Differences in Duration of Daylight Investigation
21. Moon Phases Investigation
22. Comparing Climates Investigation
23. Water Traveling from Roots to Leaves Investigation
24. Plant Growth Investigation
25. Matter and Energy Transfer in Arctic Ecosystems Investigation

26. Decomposers in the Soil Investigation
27. Animal Diversity on School Grounds Investigation
28. Ancient Ecosystem in West Texas Investigation
29. Pepper Defense Investigation
30. Traits of Parents and Offspring Investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Share Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they make their draft argument are:
1.Did all of the powders react with water?
2. Did all of the powders react with vinegar?
3. What happened when a powder reacted with vinegar?
4. What happened when a powder reacted with iodine?
5. I notice that your argument does not use some of the words we read about earlier, like property or pattern. Can you add those words to your argument?

We will add similar questions in the same location for the following investigation:
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation
7. Winner! Winner! Hot Dinner! Investigation
8. Energy Transferred by Sound Investigation
9. Sled Up a Ramp Investigation
10. Billiards Break Speed Investigation
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12. Impact of Natural Resources Investigation
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14. Exposed Tree Roots Investigation
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17. Recession of Glaciers Investigations
18. The Power of Wind Investigation
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21. Moon Phases Investigation
22. Comparing Climates Investigation
23. Water Traveling from Roots to Leaves Investigation
24. Plant Growth Investigation
25. Matter and Energy Transfer in Arctic Ecosystems Investigation
26. Decomposers in the Soil Investigation

27. Animal Diversity on School Grounds Investigation
28. Ancient Ecosystem in West Texas Investigation
29. Pepper Defense Investigation
30. Traits of Parents and Offspring Investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Reflect Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students during the whole class discussion are:
1. What are some physical properties of powders we observed during our investigation?
2. What are some chemical properties of powders we observed during our investigation?
3. Did any of the powders have similar physical properties?
4. Did any of the powders have similar chemical properties?

We will add similar questions in the same location for the following investigation:
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation
7. Winner! Winner! Hot Dinner! Investigation
8. Energy Transferred by Sound Investigation
9. Sled Up a Ramp Investigation
10. Billiards Break Speed Investigation
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15. Mouth of the Mississippi investigation
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17. Recession of Glaciers Investigations
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21. Moon Phases Investigation
22. Comparing Climates Investigation
23. Water Traveling from Roots to Leaves Investigation
24. Plant Growth Investigation
25. Matter and Energy Transfer in Arctic Ecosystems Investigation
26. Decomposers in the Soil Investigation
27. Animal Diversity on School Grounds Investigation
28. Ancient Ecosystem in West Texas Investigation

29. Pepper Defense Investigation
30. Traits of Parents and Offspring Investigation

Component: ***Texas ADI Learning Hub for Science, 4th Grade***

ISBN: 9798987754818

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: Unknown Powder Identification Investigation. Report Stage, Activity 4. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: In order for students to recieve all of the points possible on the report, students should include the following in their report:
A. physical and chemical properties.
B. the structure of particles cause the properties of materials.
C. Classify matter using observable physical properties, including physical state (solid, liquid, gas)
D Describe matter using observable physical properties, including physical state (solid, liquid, gas)

Students should also include the following vocabulary terms in their report:
A. property
B. chemical propety
C. physical property
D. state of matter

We will add similar questions in the same location for the following investigation:
1. Heating Water with Water Investigation
2. Adding Water to Other Liquids Investigation
3. Conservation of Matter and Volume Investigation
4. Floatation System for Shipping Containers Engineering Design Challenge
5. Are All Magnets Conductors of Electricity? Investigation
6. Research Stations in the Antarctic Investigation
7. Winner! Winner! Hot Dinner! Investigation
8. Energy Transferred by Sound Investigation
9. Sled Up a Ramp Investigation
10. Billiards Break Speed Investigation
11. Powering Amarillo Investigation
12. Impact of Natural Resources Investigation
13. Water in the Desert Investigation
14. Exposed Tree Roots Investigation
15. Mouth of the Mississippi investigation
16. Ice and Bumpy Roads Investigation
17. Recession of Glaciers Investigations
18. The Power of Wind Investigation
19. Storm Surge Protection for Texas Coastal Homes Engineering Design Challenge
20. Differences in Duration of Daylight Investigation
21. Moon Phases Investigation
22. Comparing Climates Investigation
23. Water Traveling from Roots to Leaves Investigation
24. Plant Growth Investigation

25. Matter and Energy Transfer in Arctic Ecosystems Investigation
26. Decomposers in the Soil Investigation
27. Animal Diversity on School Grounds Investigation
28. Ancient Ecosystem in West Texas Investigation
29. Pepper Defense Investigation
30. Traits of Parents and Offspring Investigation

Publisher: EduSmart

Science, Grade 4

Program: *2024 EduSmart Science Grade 4: TEKS*

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
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Current Page Number(s): 6

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
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Current Page Number(s): 7

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 7

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 9

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 10

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 11

Location: entire page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 12

Location: entire page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 4

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 4

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 5

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:
View Current Content

Current Page Number(s): 5

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 5

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

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Task Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions about the phenomenon you might want to ask students as they work in small groups are:
1. Has anyone ever stayed in a hotel?
2. Has anyone ever played in the snow?
3. Has anyone ever been to a pond or lake that is frozen?

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation

5. Mystery Mixtures Investigation
6. Mixing it Up! Investigation
7. Balloon-Powered Water Fountain Investigation
8. Sled Tug-O-War Investigation
9. Trampoline Double Bounce Investigation
10. Ways to Complete a Circuit Investigation
11. Batteries and Bulbs in Closed Circuit Investigation
12. Diving in the Dark Engineering Design Challenge
13. Leopard Images in a Mirror Investigation
14. Shadows Throughout the Day Investigation
15. Florida Summer Storms Investigation
16. The Power of Water Investigation
17. Sand Dunes Investigation
18. Rock Classification and the Rock Cycle Investigation
19. Best Way to Feed Your Phone Investigation
20. Phoenix Water Crisis Investigation
21. Hydroponics Investigation
22. Environmental Effects on Plants Investigation
23. Cloudy Fish Tank Investigation
24. Snowshoe Hares and Wolves Investigation
25. Chihuahuan Desert Ecosystem Investigation
26. Wildlife Crossing in the Pineywoods Engineering Design Challenge
27. Plant Diversity on School Grounds Investigation
28. Arctic Survival Investigation
29. Color Changing Anoles Investigation
30. Who's Afraid of the Big Red Fox? Investigation
31. Wolf Packs Investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Ideas Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What does the word properties mean?
2. What does the word conductor mean?
3. What does the word insulator mean?
4. Can you think of any examples of a conductor?
5. Can you think of any examples of an insulator?

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation
5. Mystery Mixtures Investigation

6. Mixing it Up! Investigation
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30. Who's Afraid of the Big Red Fox? Investigation
31. Wolf Packs Investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Ideas Stage, Activity 2. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What is energy?
2. What are some examples of energy?
3. What is the fdifference between heat and temperature?
4. What happens when you hold an ice cube in your hand?

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation
5. Mystery Mixtures Investigation
6. Mixing it Up! Investigation
7. Balloon-Powered Water Fountain Investigation

Proclamation 2024: New Content in Response to Public Testimony (11/16/2023)

8. Sled Tug-O-War Investigation
9. Trampoline Double Bounce Investigation
10. Ways to Complete a Circuit Investigation
11. Batteries and Bulbs in Closed Circuit Investigation
12. Diving in the Dark Engineering Design Challenge
13. Leopard Images in a Mirror Investigation
14. Shadows Throughout the Day Investigation
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31. Wolf Packs Investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Ideas Stage, Activity 3. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students about the reading during this activity are:
1. What is a line graph?
2. What does a title tell us on a line graph?
3. What does a legend tell us on a line graph?
4. What is an axis on a line graph?

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation
5. Mystery Mixtures Investigation
6. Mixing it Up! Investigation
7. Balloon-Powered Water Fountain Investigation
8. Sled Tug-O-War Investigation
9. Trampoline Double Bounce Investigation

10. Ways to Complete a Circuit Investigation
11. Batteries and Bulbs in Closed Circuit Investigation
12. Diving in the Dark Engineering Design Challenge
13. Leopard Images in a Mirror Investigation
14. Shadows Throughout the Day Investigation
15. Florida Summer Storms Investigation
16. The Power of Water Investigation
17. Sand Dunes Investigation
18. Rock Classification and the Rock Cycle Investigation
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22. Environmental Effects on Plants Investigation
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24. Snowshoe Hares and Wolves Investigation
25. Chihuahuan Desert Ecosystem Investigation
26. Wildlife Crossing in the Pineywoods Engineering Design Challenge
27. Plant Diversity on School Grounds Investigation
28. Arctic Survival Investigation
29. Color Changing Anoles Investigation
30. Who's Afraid of the Big Red Fox? Investigation
31. Wolf Packs Investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Plan Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they plan their investigation are:
1. What materials do you think might be insulators? And what materials might be conductors?
2. How will you determine if something is a conductor or insulator?
3. Will you make a graph of your data? If so, what will be on the x-axis? And what will be on the y-axis?
4. Why do we want to take the temperature of objects to determine if they are conductors or insulators?

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation
5. Mystery Mixtures Investigation
6. Mixing it Up! Investigation
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8. Sled Tug-O-War Investigation
9. Trampoline Double Bounce Investigation
10. Ways to Complete a Circuit Investigation
11. Batteries and Bulbs in Closed Circuit Investigation

12. Diving in the Dark Engineering Design Challenge
13. Leopard Images in a Mirror Investigation
14. Shadows Throughout the Day Investigation
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28. Arctic Survival Investigation
29. Color Changing Anoles Investigation
30. Who's Afraid of the Big Red Fox? Investigation
31. Wolf Packs Investigation

Component: ***Texas ADI Learning Hub for Science, 5th Grade***

ISBN: 9798987754825

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Do Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they carry out their plan are:
1. How long did it take you to determine if something was an insulator or conductor?
2. Did all of the materials change temperature? Or did some stay the same temperature?
3. If you compare the materials, which is the best conductor of thermal energy? How do you know?
4. If you compare the materials, which is the best insulator of themral energy? How do you know?

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation
5. Mystery Mixtures Investigation
6. Mixing it Up! Investigation
7. Balloon-Powered Water Fountain Investigation
8. Sled Tug-O-War Investigation
9. Trampoline Double Bounce Investigation
10. Ways to Complete a Circuit Investigation
11. Batteries and Bulbs in Closed Circuit Investigation
12. Diving in the Dark Engineering Design Challenge
13. Leopard Images in a Mirror Investigation

14. Shadows Throughout the Day Investigation
15. Florida Summer Storms Investigation
16. The Power of Water Investigation
17. Sand Dunes Investigation
18. Rock Classification and the Rock Cycle Investigation
19. Best Way to Feed Your Phone Investigation
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28. Arctic Survival Investigation
29. Color Changing Anoles Investigation
30. Who's Afraid of the Big Red Fox? Investigation
31. Wolf Packs Investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
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Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Share Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students while they make their draft argument are:
1. How long did it take you to determine if something was an insulator or conductor?
2. Did all of the materials change temperature? Or did some stay the same temperature?
3. If you compare the materials, which is the best conductor of thermal energy? How do you know?
4. If you compare the materials, which is the best insulator of themral energy? How do you know?
5. Do all of the graphs look the same for each materials?
6. Do everyones graphs look the same for the same materials (e.g. felt)?

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation
5. Mystery Mixtures Investigation
6. Mixing it Up! Investigation
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8. Sled Tug-O-War Investigation
9. Trampoline Double Bounce Investigation
10. Ways to Complete a Circuit Investigation
11. Batteries and Bulbs in Closed Circuit Investigation
12. Diving in the Dark Engineering Design Challenge
13. Leopard Images in a Mirror Investigation

Proclamation 2024: New Content in Response to Public Testimony (11/16/2023)

14. Shadows Throughout the Day Investigation
15. Florida Summer Storms Investigation
16. The Power of Water Investigation
17. Sand Dunes Investigation
18. Rock Classification and the Rock Cycle Investigation
19. Best Way to Feed Your Phone Investigation
20. Phoenix Water Crisis Investigation
21. Hydroponics Investigation
22. Environmental Effects on Plants Investigation
23. Cloudy Fish Tank Investigation
24. Snowshoe Hares and Wolves Investigation
25. Chihuahuan Desert Ecosystem Investigation
26. Wildlife Crossing in the Pineywoods Engineering Design Challenge
27. Plant Diversity on School Grounds Investigation
28. Arctic Survival Investigation
29. Color Changing Anoles Investigation
30. Who's Afraid of the Big Red Fox? Investigation
31. Wolf Packs Investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Reflect Stage, Activity 1. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: Some questions you might want to ask students during the whole class discussion are:
1. What are some physical properties of the materials we tested?
2. Are there any physical properties that all of the conductors have in common?
3. Are there any physical properties all of the insulators have in common?
4. How did graphs help us determine if a material is an insulator or a conductor?

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation
5. Mystery Mixtures Investigation
6. Mixing it Up! Investigation
7. Balloon-Powered Water Fountain Investigation
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12. Diving in the Dark Engineering Design Challenge
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15. Florida Summer Storms Investigation

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17. Sand Dunes Investigation
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28. Arctic Survival Investigation
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31. Wolf Packs Investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
View Current Content

Current Page Number(s): If prompted to enter a password, enter: ADITEARev2024!

Location: A Night in an Ice Hotel Investigation. Report Stage, Activity 4. Text will be added to the text under the heading "In-Person Teacher Tips"

Original Text: New Content

Updated Text: In order for students to recieve all of the points possible on the report, students should include the following in their report:
A. physical and chemical properties.
B. the ability of materials to conduct or insulate thermal energy.
C. Constructing line graphs to show change over time.

Students should also include the following vocabulary terms in their report:
A. property
B. Insulator
C. conductor
D. thermal energy
E. temperature
F. Heat

We will add similar questions in the same location for the following investigation:
1. Mass and the State of Matter Investigation
2. Secret Substances Investigation
3. Feeding Astronauts Investigation
4. Cans of Coke and Diet Coke in Water Investigation
5. Mystery Mixtures Investigation
6. Mixing it Up! Investigation
7. Balloon-Powered Water Fountain Investigation
8. Sled Tug-O-War Investigation
9. Trampoline Double Bounce Investigation

10. Ways to Complete a Circuit Investigation
11. Batteries and Bulbs in Closed Circuit Investigation
12. Diving in the Dark Engineering Design Challenge
13. Leopard Images in a Mirror Investigation
14. Shadows Throughout the Day Investigation
15. Florida Summer Storms Investigation
16. The Power of Water Investigation
17. Sand Dunes Investigation
18. Rock Classification and the Rock Cycle Investigation
19. Best Way to Feed Your Phone Investigation
20. Phoenix Water Crisis Investigation
21. Hydroponics Investigation
22. Environmental Effects on Plants Investigation
23. Cloudy Fish Tank Investigation
24. Snowshoe Hares and Wolves Investigation
25. Chihuahuan Desert Ecosystem Investigation
26. Wildlife Crossing in the Pineywoods Engineering Design Challenge
27. Plant Diversity on School Grounds Investigation
28. Arctic Survival Investigation
29. Color Changing Anoles Investigation
30. Who's Afraid of the Big Red Fox? Investigation
31. Wolf Packs Investigation

Publisher: Discovery Education Inc

Science, Grade 5

Program: *Science Techbook for Texas by Discovery Education - Grade 5: TEKS*

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): xxi

Location: Materials List > Part 6: Volume > Add bullet below last existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): 9

Location: Materials List > Part 6: Volume > Add bullet below last existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition***

ISBN: 9781616292263

Current Page Number(s): 6

Location: Materials List > Part 6: Volume > Add bullet below last existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 9 > Materials List > Part 6: Volume > Add bullet below existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 9 > Teacher Note > Materials List > Part 6: Volume > Add bullet below existing bullet

Original Text: New Content

Updated Text: • Paper towels

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): xxii

Location: Materials List > Lesson 1 > Add bullet below first bullet

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): 58

Location: Materials List > Add bullet below first bullet

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition***

ISBN: 9781616292263

Current Page Number(s): 51

Location: Materials List > Add bullet below first bullet

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/67855290-b947-40f0-85e7-db8573c4947a

Location: Unit 1 > Concept 2 > Lesson 1 > Slide 8 > Materials List

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5***

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/67855290-b947-40f0-85e7-db8573c4947a

Location: Unit 1 > Concept 2 > Lesson 1 > Slide 8 > Teacher Note > Materials List

Original Text: New Content

Updated Text: • Large cups, 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition***

ISBN: 9781616292256

Current Page Number(s): xxii

Location: Materials List > Lesson 1 > Advanced Prep

Original Text: New Content

Updated Text: Gather all materials in advance. To avoid spills, pour the baking soda into one large cup, and pour the vinegar into the other large cup. Demonstrate how to properly use eye protection.

Publisher: EduSmart

Science, Grade 5

Program: *2024 EduSmart Science Grade 5: TEKS*

Component: ***2024 EduSmart Science Grade 5***

ISBN: 9781939511195

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image

Publisher: Discovery Education Inc

Science, Grade 6

Program: *Science Techbook for Texas by Discovery Education - Grade 6: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/65ef08c1-2248-4ffe-9908-a6afb9a2c84f

Location: Unit 2 > Concept 2 > Lesson 7 > Check for Understanding > Add a new item to Check for Understanding, before item “Chemical Energy”

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Add a new item to Check for Understanding, before item “Chemical Energy” - see URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/aa3803da-61ef-47a5-ad51-c3a34eb8fbee

Location: Unit 1 > Concept 3 > Lesson 2 > Investigate > Item 3

Original Text: New Content

Updated Text: Place a thermometer in a clean zip-top bag.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/aa3803da-61ef-47a5-ad51-c3a34eb8fbee

Location: Unit 1 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > Item 3

Original Text: New Content

Updated Text: Place a thermometer in a clean zip-top bag.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/1cc969b6-83d4-411f-b8d4-c2588d04e368

Location: Unit 3 > Concept 2 > Extension: Classifying Minerals > TEI #3 > Answer text

Original Text: New Content

Updated Text: When molten rock cools and hardens deep in the Earth, it can trap (concentrate) minerals like copper, iron, and aluminum. This process creates metallic ore deposits. Metallic ores are important in various industries. For example, copper is used in electrical wiring, iron is used to construct buildings and bridges, and aluminum is used to build airplanes and high-tech devices. Metallic ores are obtained through techniques like underground mining or open-pit mining.

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition***

ISBN: 9781616292416

Current Page Number(s): 112

Location: Check for Understanding, before item “Chemical Energy”

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Add a new item to Check for Understanding, before item “Chemical Energy” - see URL_for_Updated_Text

Publisher: EduSmart

Science, Grade 6

Program: *2024 EduSmart Science Grade 6: TEKS*

Component: ***2024 EduSmart Science Grade 6***

ISBN: 9781939511218

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image

Component: ***2024 EduSmart Science Grade 6***

ISBN: 9781939511218

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image

Publisher: Green Ninja

Science, Grade 6

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Teacher Portal*

ISBN: 9781948845663

Link to Current Content:
View Current Content

Location: Unit 1, Lesson 1.18 Resource Management, Lesson Plan, Activity 3: "Analysis" at the end of the section, following sentence: "Inform students that we will look at other ideas in the following lesson."

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Emphasizing Systems and System Models Students need to consider all the interactions within a system, both positive and negative. For example, energy technology like batteries and solar panels also require specialized minerals just like smartphones. Many of these minerals are currently mined only in China under conditions that pollute the air and water and damage local ecosystems. When deciding how renewable energy technology might change Texas' energy system, students should weigh any benefits of the technology against the cost of environmental damage from mineral extraction.

Component: *Online Lesson Plans*

ISBN: 9781948845663

Link to Current Content:
View Current Content

Location: Unit 4, Lesson 4.34 Jigsaw Part I, Lesson plan, section 1, green callout box immediately following the final paragraph.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Emphasizing Energy As students explore the Texas energy resource map, ensure they have a fair discussion of the role that petroleum-based energy has had on the life and well-being of Texas. While new energy resources in Texas have emerged such as wind and solar, students should also be aware of the real challenges of these emerging renewables, such supplying energy at night when solar production is zero, or during days when the winds are weak and the wind turbines stop moving. Energy is critical to every person's life and understanding how to provide ample energy for everyone is a continuing challenge.

Publisher: Accelerate Learning Inc.

Science, Grade 7

Program: *STEMscopes Science TX - Grade 7: TEKS*

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

ISBN: 9798888266922

Current Page Number(s): N/A

Location: Human Impact on Ocean Systems

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Add "offshore wind farms" to Negative Effects of activities on the ecosystem
Activities such as commercial fishing, offshore wind farms, and oil drilling can disrupt fragile aquatic food webs, often removing whole species from the ecosystem.

Reorder Positive Effects before negative effect

Reword Postive Effects Information
One positive impact humans have on the oceans is the implementation of artificial reefs. Many times, these are decommissioned (cleaned) boats, airplanes, or large containers that are sunk offshore to provide a base for a new habitat to form. Coral, algae, invertebrates, and fish of all sizes colonize these locations and create a new home.

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

ISBN: 9798888266922

Current Page Number(s): N/A

Location: Human Impact on Ocean Systems

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Add "offshore wind farms" to Negative Effects of activities on the ecosystem
Activities such as commercial fishing, offshore wind farms, and oil drilling can disrupt fragile aquatic food webs, often removing whole species from the ecosystem.

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Publisher: Discovery Education Inc

Science, Grade 7

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

Component: ***Science Techbook for Texas by Discovery Education: Grade 7***

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/6a07d9e8-0385-4cfe-b1bd-cd5e6fe1820f

Location: Unit 4 > Concept 1 > Lesson 1 > Lesson Standards > Following standard text for 7.14.A

Original Text: New Content

Updated Text: 7.14.B Describe the characteristics of the recognized kingdoms and their importance in ecosystems such as bacteria aiding digestion or fungi decomposing organic matter.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition***

ISBN: 9781616292492

Current Page Number(s): xxv

Location: Under existing content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: see new content in URL_for_Updated_Text

Publisher: EduSmart

Science, Grade 7

Program: *2024 EduSmart Science Grade 7: TEKS*

Component: ***2024 EduSmart Science Grade 7***

ISBN: 9781939511232

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: ***2024 EduSmart Science Grade 7***

ISBN: 9781939511232

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 EduSmart Science Grade 7*

ISBN: 9781939511232

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 EduSmart Science Grade 7*

ISBN: 9781939511232

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Publisher: Green Ninja

Science, Grade 7

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Lesson Plans*

ISBN: 9781948845670

Link to Current Content:
View Current Content

Location: Unit 2, Lesson 2.23 Gulf of Mexico Dead Zone Part III, Lesson Plan, Activity 3: "3. Debate Prep & Homework" - between paragraphs 5 and 6, immediately following the sentence: "However, you might have to place students in the groups randomly."

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Emphasizing Systems and Systems Models Synthetic fertilizers have completely transformed our agricultural system by providing food for literally billions of people on Earth. Each year, farmers around the world rely on more than 120 million tons of fertilizer to make their plants grow. That's a lot of fertilizer. When students think about the agricultural system, they should wonder, "where can farmers get that much material?". In the early 1900's, people could not easily get fertilizers, but two physicists created a method to generate fertilizer using fossil fuels as the raw ingredient and it changed the world. Because of the abundant supply of natural gas in Texas, our state is seeing a growth in fertilizer production and new technology makes the process better than ever. Fertilizer factories built in 2024 in Texas will capture 95% of their emissions and provide fertilizers to farmers around the country. By learning more about science and engineering, today's students could be the ones to make this system even more efficient.

Component: *Online Lesson Plans*

ISBN: 9781948845670

Link to Current Content:
View Current Content

Location: Unit 4, "Lesson 4.30 Anthropocene: A New Epoch?" Lesson Plan, section 1 "Individual Reading: A New Entry on Earth's Growth Chart?" - between paragraph 1 and paragraph 2.

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: **Emphasizing Systems**

As we explore this final layer and the anthropocene, we also want students to recognize the important role that the invention of petroleum products have had in the development of today's modern society. Of the items shown in the top part of the Unit Roadmap, have students think about how petroleum products that include gasoline and plastic have shaped our world today. Today's electronics that we depend on for school, work, and play have literally thousands of plastic parts ranging from the case and molding to the electronic interior. And although we recognize how we all want to reduce air pollution in our cities, we also recognize the important role that peteroleum-based energy plays in our daily lives.

Publisher: Accelerate Learning Inc.

Science, Grade 8

Program: *STEMscopes Science TX - Grade 8: TEKS*

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: new content

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: The origin of the universe is a long-debated topic. 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 a lot to learn about how our universe began, and scientists are developing new theories and extensions to the original theory. Students will come into the classroom with varied beliefs about the universe's origin. 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. It is important to remember to honor their beliefs and ideas while discussing the content of this scope.

As students converse and share, it is essential to remind students to remember to respect other ideas while engaging in scientific argument. Teachers can facilitate positive conversations, an openness to hear different beliefs and promote respect toward all opinions and views while focusing on the standard covered within the scope.

Publisher: Discovery Education Inc

Science, Grade 8

Program: *Science Techbook for Texas by Discovery Education - Grade 8: TEKS*

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition***

ISBN: 9781616292591

Current Page Number(s): 10

Location: Materials list, after last bullet

Original Text: New Content

Updated Text: • Food coloring, glitter, sequins (optional)
• Craft sticks

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition***

ISBN: 9781616292591

Current Page Number(s): xxviii

Location: Lesson 2, Investigating Matter with Slime, Materials list, after last bullet

Original Text: New Content

Updated Text: • Food coloring, glitter, sequins (optional)
• Craft sticks

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition***

ISBN: 9781616292607

Current Page Number(s): 10

Location: Materials list, after last bullet

Original Text: New Content

Updated Text: • Food coloring, glitter, sequins (optional)
• Craft sticks

Publisher: EduSmart

Science, Grade 8

Program: *2024 EduSmart Science Grade 8: TEKS*

Component: *2024 Edusmart Science Grade 8*

ISBN: 9781939511249

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 Edusmart Science Grade 8*

ISBN: 9781939511249

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 Edusmart Science Grade 8*

ISBN: 9781939511249

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Component: *2024 Edusmart Science Grade 8*

ISBN: 9781939511249

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: images only

Publisher: Green Ninja

Science, Grade 8

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 1, Lesson 1.4 Trends in Transportation Part II, Lesson Plan, section 2, "Future Transportation Technology Discussion" following the sentence: "The goal for this is to help students focus on technologies related to future technology trends in transportation."

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Emphasizing Systems This is a good time to remind students of the benefits that petroleum based transportation has provided the world. Although we are studying how different forms of transportation are more efficient than others, we should also recognize the utility and benefit that gasoline has provided to modern society. At one point in our history, visiting another country would be a long and sometimes dangerous journey taking many weeks on land or via ship. Today, we can fly to almost anywhere in the world in less than a day. As we continue to discuss transportation in this unit, we will recognize how efficient energy storage is within gasoline, and how we want to conserve this precious resource through efficiency and innovation.

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Lesson 4.28, Lesson Plan, Activity 1: "Carbon or No Carbon?", see the green callout box after paragraph 2.

Link to Updated Content:

View Updated Content

Original Text: New Content

Publisher: Savvas Learning

Science, Grade 8

Program: *Texas Experience Science Grade 8 (Print with digital): TEKS*

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): Slide 18

Location: Edits made to meet TEKS breakout 3A xii. Slide content

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Propose Possible Solutions Brainstorm ideas. Research materials. Consider existing scientific ideas, principles, and theories.
Design and Build a Solution Choose one solution. Build a prototype or model that supports the solution.
Communicate the Solution Share the final design.

Publisher: eDynamic Holdings LP

Astronomy

Program: *Astronomy 1a/1b: TEKS*

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Lesson 2, Origin of the Universe

Original Text: New addition to existing text will be added

Publisher: Accelerate Learning Inc.

Biology

Program: *STEMscopes Science TX - Biology: TEKS*

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

ISBN: 9798888266953

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: NA - new content

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: Add: The theory of evolution is the accepted theory from the scientific community on the diversity of life on Earth. However, it is also a subject of ongoing debate. Scientists of all backgrounds bring various thoughts, ideas, and evidence to the debate. It is important to remember that just as in the science community, within the classroom, students will bring their various backgrounds, beliefs, and ideas. 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.

As students converse and share, it is essential to remember to respect other ideas while engaging in scientific argument. Teachers can facilitate positive conversations, an openness to hear different beliefs and promote respect toward all opinions and views while focusing on the standard covered within the scope.

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

ISBN: 9798888266953

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: page 2 student handout

Link to Updated Content:

View Updated Content

Original Text: Evolution In biology, evolution is the change in the genetic makeup of a population over time. Evolution does not happen to individual organisms but instead happens to an entire species or population of a species. These changes don’t happen between one generation and the next. Instead, evolution is a slow process that occurs over several generations. When did these changes start? The theory of evolution describes a concept called common ancestry, which states that all biological organisms descend from a common ancestor. We can take two different biological organisms and, using various forms of evidence, trace the changes in the genetic makeup of the organisms back until we find a common ancestor. There are several different pieces of evidence that we can use to support the theory of evolution and common ancestry of organisms.

Updated Text: The theory of evolution is the accepted theory from the scientific community on the diversity of life on Earth. However, it is also a subject of ongoing debate. Scientists of all backgrounds bring various thoughts, ideas, and evidence to the debate. It is important to remember that just as in the science community, your classmates will bring their various backgrounds, beliefs, and ideas into the classroom. 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.

The theory of evolution describes a concept called common ancestry, which states that all biological organisms descend from a common ancestor. Evolution is the change in the genetic makeup of a population over time. Evolution does not happen to individual organisms but instead happens to an entire species or population of a species. These changes don't occur between one generation and the next. Rather, evolution is a slow process that occurs over several generations. We can take two different biological organisms and, using various forms of evidence, trace the changes in the genetic makeup of the organisms back until we find a common ancestor. Scientists use several pieces of evidence to support the theory of evolution and common ancestry of organisms.

Publisher: Discovery Education Inc

Biology

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

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1e6ae91-33bf-40f5-947b-2807c638ba3b

Location: Unit 7 > Concept 1 > Lesson 12 > Reading Passage

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Publisher: EduSmart

Biology

Program: *2024 EduSmart Science Biology: TEKS*

Component: *2024 EduSmart Science Biology*

ISBN: 9781939511256

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 EduSmart Science Biology*

ISBN: 9781939511256

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 EduSmart Science Biology*

ISBN: 9781939511256

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Component: *2024 EduSmart Science Biology*

ISBN: 9781939511256

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: bottom of page

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: image only

Publisher: Accelerate Learning Inc.

Integrated Physics and Chemistry

Program: *STEMscopes Science TX - IPC: TEKS*

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Environmental Impacts

Link to Updated Content:

View Updated Content

Original Text: NA

Updated Text: **Add to Explore 4** • Production of solar panels and waste products • Manufacturing lithium batteries and toxic runoff

Publisher: Goodheart-Wilcox Publisher

Child Development

Program: *Child Development: Early Stages Through Adolescence - Online Learning Suite: TEKS*

Component: *Child Development: Early Stages Through Adolescence - Online Learning Suite*

ISBN: 9798889990109

Link to Current Content:
View Current Content

Current Page Number(s): 94

Location: Reasons for Not Choosing Parenthood section

Original Text: Some people plan to be childless permanently. Other people decide to postpone parenthood. Even people who consider having children may want to think about how children can change their lives. Below are some reasons people often give for not choosing parenthood. “I’m not ready for a child.” When people say they are not ready for children, they usually mean they need to mature. They may feel they need more time to grow as an individual. They may want to devote more time to their education or job. Many people want to establish themselves in a career before becoming parents. “A baby costs a lot.” Babies are expensive. At one time, a large family was an economic asset because children helped with the work. Today, due to child labor laws and a change in the way society views childhood, children cannot contribute to the family income. (Later in this lesson you will look more closely at the cost of having a child.) “A child will tie me down.” Unlike many other responsibilities, child care tasks cannot be put off until later. Parents are always called if children are hurt, ill, or need help. Even with the best babysitters in charge, parents cannot completely forget their roles. “A child will interfere with my career.” When tending to both their career and children, parents face two common problems. First, it is difficult for parents to have enough time and energy for both parenting and succeeding at work (Figure 4.2). Second, it is difficult to find good child care services. Figure 4.2 The amount of time and energy a person wants to spend on their career is an important consideration when thinking about having children. What are some other reasons a person might choose not to have children? Alt text: A pregnant person sitting with their spouse

Updated Text: There are many reasons people choose to have or not have children. People should consider these reasons before choosing to commit to being a parent. Below are some reasons people often give for not choosing parenthood. “I’m not ready for a child.” When people say they are not ready for children, they usually mean they need to mature. They may feel they need more time to grow as an individual. They may want to devote more time to their education or job. Many people want to establish themselves in a career before becoming parents. “A baby costs a lot.” Babies are expensive. At one time, a large family was an economic asset because children helped with the work. Today, due to child labor laws and a change in the way society views childhood, children cannot contribute to the family income. (Later in this lesson you will look more closely at the cost of having a child.) “A child may tie me down.” Unlike many other responsibilities, child care tasks cannot be put off until later. Parents are always called if children are hurt, ill, or need help. Even with the best baby-sitters in charge, parents cannot completely forget their roles. “A child may interfere with my career.” Some people find it difficult to have enough time and energy for both parenting and succeeding at work (Figure 4.2). It can also be difficult to find good child care services. People should consider these challenges and have a plan for addressing them before having children. Figure 4.2There are many factors to consider before having children. What are some other reasons a person might choose not to have children? Alt text: Parents and their child

Publisher: CEV Multimedia

Computer Science I

Program: *iCEV Computer Science I (Individual Course): TEKS*

Component: ***iCEV Computer Science I (Individual Course)***

ISBN: 9798888640036

Location: This reply pertains to the motion made by SBOE member Mr. Maynard, advocating for the removal of CEV Multimedia's submissions for the Computer Science I course from the state-approved list based on SBOE’s assessment of the course's insufficient percentage of TEKS coverage.

Original Text: Meets 51.61 % of TEKS

Updated Text: The Computer Science I course is a recent addition to our course offerings. Originally designed to encompass 100% of the Texas Essential Knowledge and Skills (TEKS), we anticipated some challenges in meeting the standards, given our recent entry into this field, specifically as related to the application of the TEKS through a simulated coding environment. After meeting the minimum threshold of 50% TEKS coverage for approval, we delved into reviewer feedback and engaged with additional subject matter experts for a more comprehensive review and have developed a plan to fulfill the remaining TEKS requirements.

In addition to adding content to address the remaining TEKS, we are actively enhancing the course content by incorporating an interactive coding learning opportunity for students to apply and assess coding skills. This enhancement won't be in place by the 2024-2025 school year. Our strategic plan involves participating in the Texas Education Agency's (TEA) re-submission process during the summer of 2025. This will allow for a re-review, ensuring official approval with complete TEKS coverage for implementation in the 2025-2026 school year. However, if we are removed from consideration at this stage, the opportunity for re-submission to address any deficiencies in the course will be lost.

Publisher: The Curriculum Center for Family and Consumer Sciences

Principles of Education and Training

Program: *Principles of Education and Training: TEKS*

Component: ***Principles of Education and Training***

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Current Page Number(s): T3_U3_Teacher Certification

Location: T1_U6_Career Impact on Lifestyle

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Location: T3_U2_Education Careers

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Location: T1_U7_State and Regional Job Outlook

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Location: T1_U7_Earnings

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Current Page Number(s): T3_U3_Program of Study Models

Location: T1_U6_AdvancementOpportunities

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Location: T5_U1_Job Shadowing

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Location: T1_U7_State and Regional Job Outlook

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Location: T3_U1_Lesson Planning

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Location: T3_U1_Classroom Roles

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