

## Update to Content Accepted by SRP

### Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency’s website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note:** All request to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

TEKS       ELPS       TPG       TEKS and ELPS

Proclamation Year: **2024**  
Publisher: **Houghton Mifflin Harcourt Publishing Company**  
Subject Area/Course: **Science, Grade 6**

#### Adopted Program Information:

Title: **HMH Into Science Texas Hybrid Classroom Package Grade 6**  
ISBN: **9780358858140**

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title:

Identical Program ISBN:

#### Adopted Component Information

Title: **HMH Into Science Texas Student License Digital Grade 6**  
ISBN: **9780358860662**

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title:

Identical Component ISBN:

#### Publisher’s overall rationale for this update

Enter the primary reason for the update request.

**TEA identified a grammatical error in the grade 6 science TEKS for student expectation (SE) 11(A) that resulted in incorrect breakouts.**

#### Publisher’s overall description of the change

Enter an overall description of the change(s).

**No change to content accepted by the SRP is being made. A new citation to content previously accepted by the SRP is being provided.**

## Update to Content Accepted by SRP

### Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://hnhco.com/tx68sciencereview>

Currently Adopted Content Username: **TX\_Student1**

Currently Adopted Content Password: **Easy123!**

**PLEASE NOTE: In order for currently adopted hyperlinks to work, you must first log into Ed, click the Discover tab, and then select the blue INTERACTIVE LESSONS button.**

Proposed Updated Content URL: <https://hnhco.box.com/s/bkm77dxjcht1d9z5g33tb2ncnz3pfn2d>

Proposed Updated Content Username: **n/a**

Proposed Updated Content Password: **n/a**

### Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

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#### **(SE)(Breakout(s)) and (Citation Type(s))**

(11)(A)(i), Narrative

#### **Description of the specific location and hyperlink to the exact location of currently adopted content**

TEKS Lesson 6.11.A, Exploration 5, Screens 4 and 5, NEW CONTENT for TEKS Lesson 6.11.A, Exploration #5, to replace content on Screens 4 and 5, provided to Review.adoption@tea.texas.gov 7/25 in response to TEKS Subject Matter Review Panel,

[https://www.hnhco.com/econtent/content/science/into\\_science\\_tx/g6/student/epub/istx23en\\_ese\\_g06u06l01\\_student/#cards--6\\_tx\\_ese\\_ee5\\_impresmgmnt\\_3/](https://www.hnhco.com/econtent/content/science/into_science_tx/g6/student/epub/istx23en_ese_g06u06l01_student/#cards--6_tx_ese_ee5_impresmgmnt_3/)

#### **Description of the specific location and hyperlink to the exact location of the proposed new content**

**\*\*Note that this is not actually “new content”, this is content previously approved by the State Review Panel.\*\***

TEKS Lesson 6.11.A, Exploration 5, Screen 2, IDENTIFY prompt,

<https://hnhco.box.com/s/oxe9j33l871lb4oef9s7p87tywtrzb31>

# Update to Content Accepted by SRP

## Screenshot of Currently Adopted Content

Exploration 5: Investigating Energy Usage (TEKS 6.11.A)

Language SmArts

### Guided Research

The United States has a developed energy infrastructure that provides nearly all Americans with reliable access to heat, electricity, and transportation. However, this infrastructure still relies mainly on burning fossil fuels, which contributes to global warming. Because the United States consumes so much energy, decisions made in this country have a large effect on global energy use.

For the last part of your guided research, research how resource management can reduce energy use and limit greenhouse gas emissions.

**COLLABORATE:** Working with a small group, spend 20 minutes researching the following topics and questions. You may want to divide up the questions to complete your research in the given time.

The Environmental Protection Agency has information on greenhouse gas emissions. The U.S. Energy Information Administration, the U.S. Energy Efficiency and Renewable Energy Office, and the United Nations have information on ways to reduce energy use.

Exploration 5: Investigating Energy Usage (TEKS 6.11.A)

#### Describing Greenhouse Gas Emissions in the United States

1. What was the total amount of greenhouse gases emitted by the United States for the latest year for which these data are available?
2. What are the major sources of greenhouse gas emissions in the United States?
3. What percentage of our country's emissions come from the burning of fossil fuels?

Start Typing...

# Update to Content Accepted by SRP



## Solutions to Greenhouse Gas Emissions

1. Describe three strategies the United States could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy.

*Start Typing...*



## Renewable Sources of Energy

1. Identify three sources of renewable energy.
2. Analyze and explain the costs and benefits to society of each source you identified.

*Start Typing...*



## Energy Conservation

1. Identify three ways of reducing the amount of energy that people use.
2. What government policies can encourage people to use less energy?
3. What tradeoffs are involved in getting people to reduce their energy use?

*Start Typing...*

# Update to Content Accepted by SRP

Exploration 5: Investigating Energy Usage (TEKS 6.11.A)

## Reducing Global Energy Use

**EXPLAIN:** With your classmates, explain how energy use in the United States affects people in other parts of the world.

Start Typing...

**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.

Start Typing...

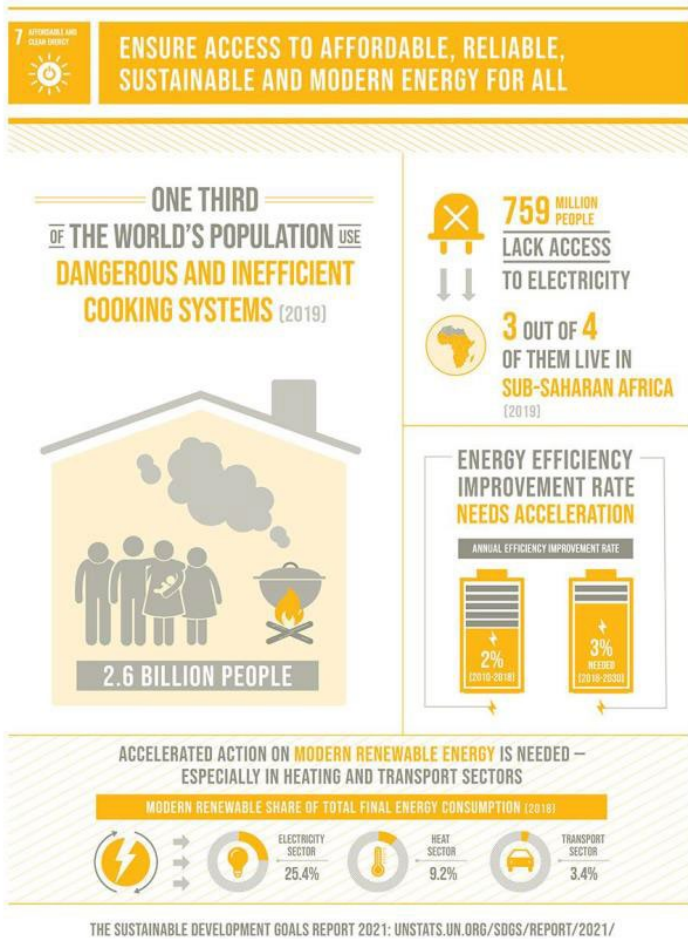
## Screenshot of Proposed New Content

**\*\*Note that this is not actually “new content”, this is content previously approved by the State Review Panel.\*\***

### Unequal Distribution of Resources

Earth's many natural resources, including oil, water, soil, minerals, wind, and sunlight, are unevenly distributed on Earth's surface. In other words, resources are concentrated in specific places because of the processes by which they form. For example, most of the coal we use today formed where tropical swamps existed millions of years ago. Some resources, such as wind and sunlight, are renewable. However, these resources are also limited in their distribution.

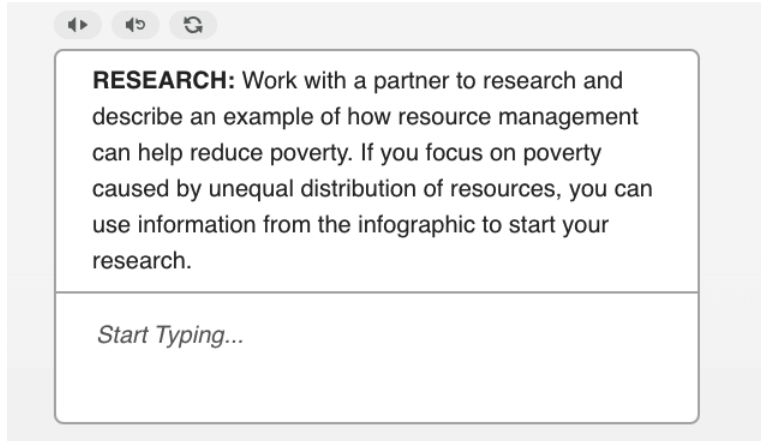
Because of this unequal distribution of energy resources, some people have cheaper and more reliable access to energy than others do.



**IDENTIFY:** List five facts you can gather from this infographic.

*Start Typing...*

## Update to Content Accepted by SRP



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### (SE)(Breakout(s)) and (Citation Type(s))

(11)(A)(i), Activity

#### Description of the specific location and hyperlink to the exact location of currently adopted content

TEKS Lesson 6.11.A, Elaborate, Screen 8, NEW CONTENT for TEKS Lesson 6.11.A, Elaborate, Screen 8 to replace "Collaborate" box provided to Review.adoption@tea.texas.gov 7/25 in response to TEKS Subject Matter Review Panel,

[https://www.hmhco.com/econtent/content/science/into\\_science\\_tx/g6/student/epub/istx23en\\_ese\\_g06u06l01\\_student/#cards--6\\_tx\\_ese\\_tif\\_impresmngmnt\\_9/](https://www.hmhco.com/econtent/content/science/into_science_tx/g6/student/epub/istx23en_ese_g06u06l01_student/#cards--6_tx_ese_tif_impresmngmnt_9/)

#### Description of the specific location and hyperlink to the exact location of the proposed new content

**\*\*Note that this is not actually "new content", this is content previously approved by the State Review Panel.\*\***

TEKS Lesson 6.11.A, Exploration 5, Screen 2, New RESEARCH prompt provided to

Review.adoption@tea.texas.gov 7/25/2023 in response to TEKS Subject Matter Review Panel,

<https://hnhco.box.com/s/oxe9j33l871lb4oef9s7p87tywtrzb31>

# Update to Content Accepted by SRP

## Screenshot of Currently Adopted Content

The screenshot shows a web browser window with the URL [https://www.hmhco.com/econtent/content/science/into\\_science\\_tx/g6/student/epub/is...](https://www.hmhco.com/econtent/content/science/into_science_tx/g6/student/epub/is...). The page title is "Elaborate (TEKS 6.11.A)". The main heading is "Tragedy of the Commons". Below the heading is a video player with a play button and a video thumbnail showing a farm scene with cows and a barn. The video player has a play button and a video thumbnail. Below the video player is a text box with the following text:

Watch the videos about the tragedy of the commons, and then complete the activity.

**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.

## Screenshot of Proposed New Content

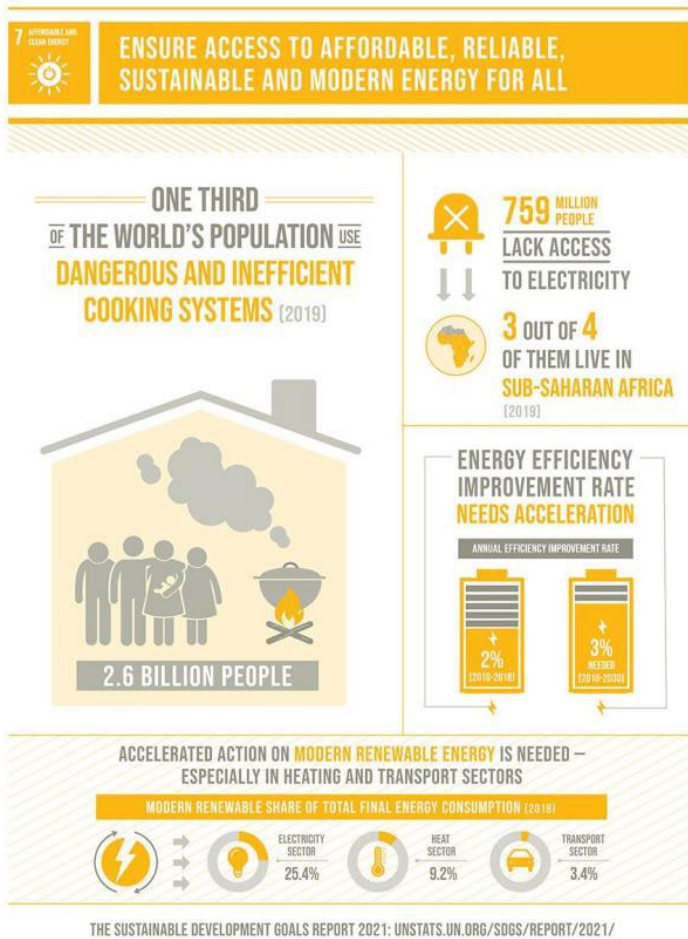
**\*\*Note that this is not actually "new content", this is content previously approved by the State Review Panel.\*\***

### Unequal Distribution of Resources

Earth's many natural resources, including oil, water, soil, minerals, wind, and sunlight, are unevenly distributed on Earth's surface. In other words, resources are concentrated in specific places because of the processes by which they form. For example, most of the coal we use today formed where tropical swamps existed millions of years ago. Some resources, such as wind and sunlight, are renewable. However, these resources are also limited in their distribution.

Because of this unequal distribution of energy resources, some people have cheaper and more reliable access to energy than others do.

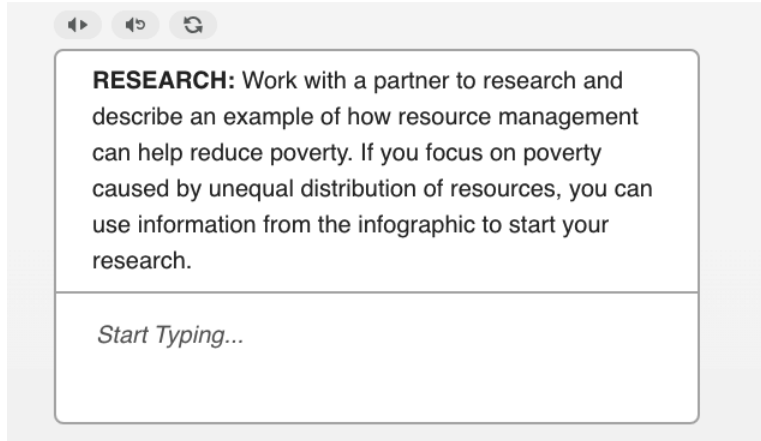




**IDENTIFY:** List five facts you can gather from this infographic.

*Start Typing...*

## Update to Content Accepted by SRP



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**(SE)(Breakout(s)) and (Citation Type(s))**  
**(11)(A)(vi), Narrative**

**Description of the specific location and hyperlink to the exact location of currently adopted content**

TEKS Lesson 6.11.A, Exploration 5, Screen 3, ANALYZE interaction plus related text about Linking Energy Use and Pollution,

[https://www.hmhco.com/econtent/content/science/into\\_science\\_tx/g6/student/epub/istx23en\\_ese\\_g06u06l01\\_student/#cards--6\\_tx\\_ese\\_ee5\\_impresmngmnt\\_5/](https://www.hmhco.com/econtent/content/science/into_science_tx/g6/student/epub/istx23en_ese_g06u06l01_student/#cards--6_tx_ese_ee5_impresmngmnt_5/)

**Description of the specific location and hyperlink to the exact location of the proposed new content**

**\*\*Note that this is not actually "new content", this is content previously approved by the State Review Panel.\*\***

TEKS Lesson 6.11.A, Exploration 5, Screen 2, Text on "Unequal Distribution of Resources" above the infographic, to be edited as proposed in response to TEKS Subject Matter Review Panel Feedback Citation #6428976, <https://hnhco.box.com/s/ip0wp601usqhhw20kmos5bcmjfgbpzcc>

## Screenshot of Currently Adopted Content

Contents Exploration 5: Investigating Energy Usage (TEKS 6.11.A) Play Audio

### Linking Energy Usage and Pollution

The use of coal and other fossil fuels increases greenhouse gases and particulate matter in the atmosphere. Burning biomass is another source of pollution. Biomass usage may also lead to deforestation because people cut down wood and brush for fuel.

Greenhouse gases absorb and reradiate energy in the atmosphere, which raises Earth's average global temperature. Pollution also changes the chemical and physical makeup of the atmosphere and hydrosphere. For example, pollution can cause acid rain to form, which then can cause habitat destruction and the death of organisms.

←

IDENTIFY CAUSE AND EFFECT: Which of the following is a negative effect of deforestation on the environment and society? Select all that apply.

- A. more biofuel to burn for fuel
- B. more places to plant crops for food
- C. fewer places for animals with habitats in the forest to live
- D. fewer trees to convert carbon dioxide in the atmosphere into oxygen

Check

Contents Exploration 5: Investigating Energy Usage (TEKS 6.11.A) Play Audio

←

**Gather Data**

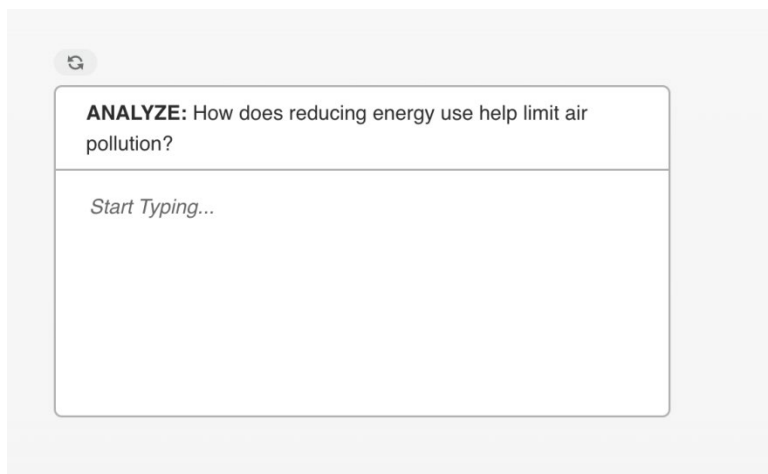
How might deforestation and burning biomass contribute to higher concentrations of greenhouse gases in the atmosphere? Record your data.

Start Typing...

Improvements in resource management can limit the harmful effects of energy use. Pollution is reduced when fossil fuels and biomass are replaced with renewable energy sources. People can also lower energy use by increasing home insulation and by using public transportation. These choices benefit not only local communities but also the entire world.

Although we know that mining and using mineral and energy resources cause pollution, people can not simply stop using those resources. There are costs as well as benefits to moving away from fossil fuels. Society must identify tradeoffs to balance the needs of people with protection of the environment. Thus, scientific knowledge can inform people about the effects of human behaviors on Earth's systems. But this knowledge does not tell people how to act.

## Update to Content Accepted by SRP



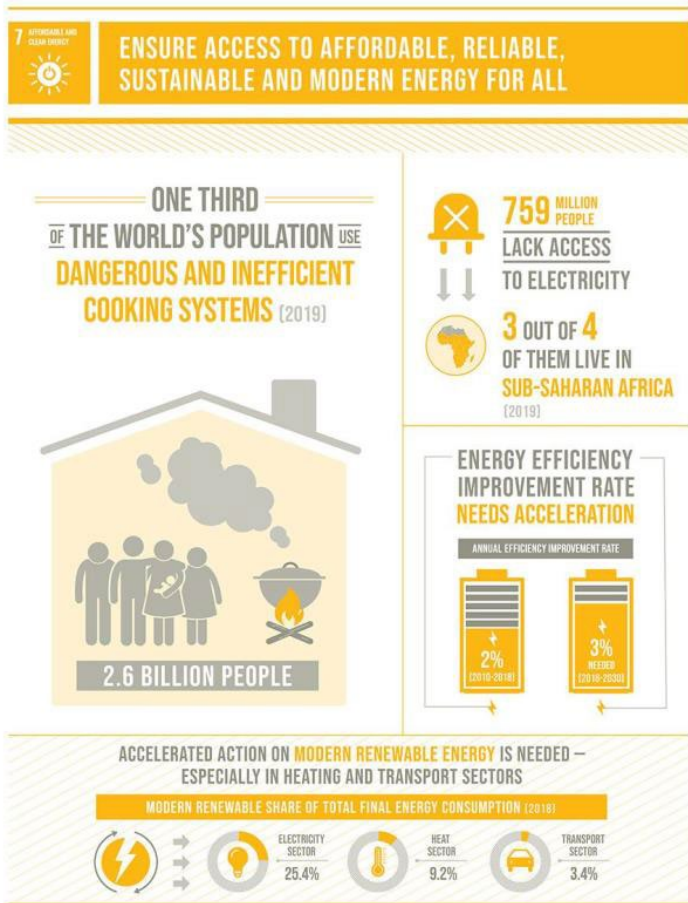
### Screenshot of Proposed New Content

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#### **Unequal Distribution of Resources**

Earth’s many natural resources, including oil, water, soil, minerals, wind, and sunlight, are unevenly distributed on Earth’s surface. In other words, resources are concentrated in specific places because of the processes by which they form. For example, most of the coal we use today formed where tropical swamps existed millions of years ago. Some resources, such as wind and sunlight, are renewable. However, these resources are also limited in their distribution.

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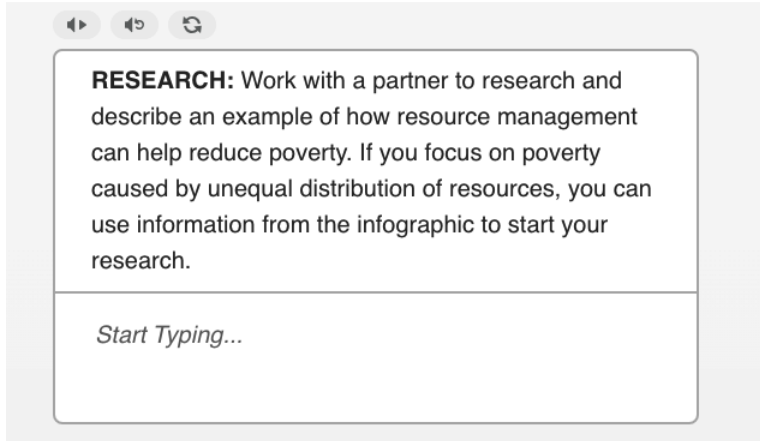
THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2021: UNSTATS.UN.ORG/SDGS/REPORT/2021/



**IDENTIFY:** List five facts you can gather from this infographic.

*Start Typing...*

## Update to Content Accepted by SRP



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### (SE)(Breakout(s)) and (Citation Type(s))

(11)(A)(vi), Activity

#### Description of the specific location and hyperlink to the exact location of currently adopted content

TEKS Lesson 6.11.A, Exploration 5, Screen 5, EXPLAIN and MAKE INFORMED DECISIONS interactions and related Guided Research activity,

[https://www.hmhco.com/content/science/into\\_science\\_tx/g6/student/epub/istx23en\\_ese\\_g06u06l01\\_student/#cards--6\\_tx\\_ese\\_ee5\\_impresmngmnt\\_4/](https://www.hmhco.com/content/science/into_science_tx/g6/student/epub/istx23en_ese_g06u06l01_student/#cards--6_tx_ese_ee5_impresmngmnt_4/)

#### Description of the specific location and hyperlink to the exact location of the proposed new content

**\*\*Note that this is not actually "new content", this is content previously approved by the State Review Panel.\*\***

TEKS Lesson 6.11.A, Exploration 5, Screen 2, new RESEARCH prompt provided to Review.adoption@tea.texas.gov 7/25/2023 in response to TEKS Subject Matter Review Panels,

<https://hnhco.box.com/s/ip0wp601usqhhw20kmos5bcmjfgbpzcc>

# Update to Content Accepted by SRP

## Screenshot of Currently Adopted Content

The screenshot shows a digital learning interface. At the top, a dark blue header contains a hamburger menu icon and the text "Exploration 5: Investigating Energy Usage (TEKS 6.11.A)". Below the header, the main title "Reducing Global Energy Use" is displayed in a bold, teal font. The interface features two writing prompts, each in a white box with a light blue border. The first prompt is labeled "EXPLAIN:" and asks students to explain how energy use in the United States affects people in other parts of the world. Below the prompt is a text input area with the placeholder "Start Typing...". The second prompt is labeled "MAKE INFORMED DECISIONS:" and asks students to identify steps to reduce the harmful effects of global energy use based on their research. Below this prompt is another text input area with the placeholder "Start Typing...". A grey arrow icon is visible on the left side of the interface.

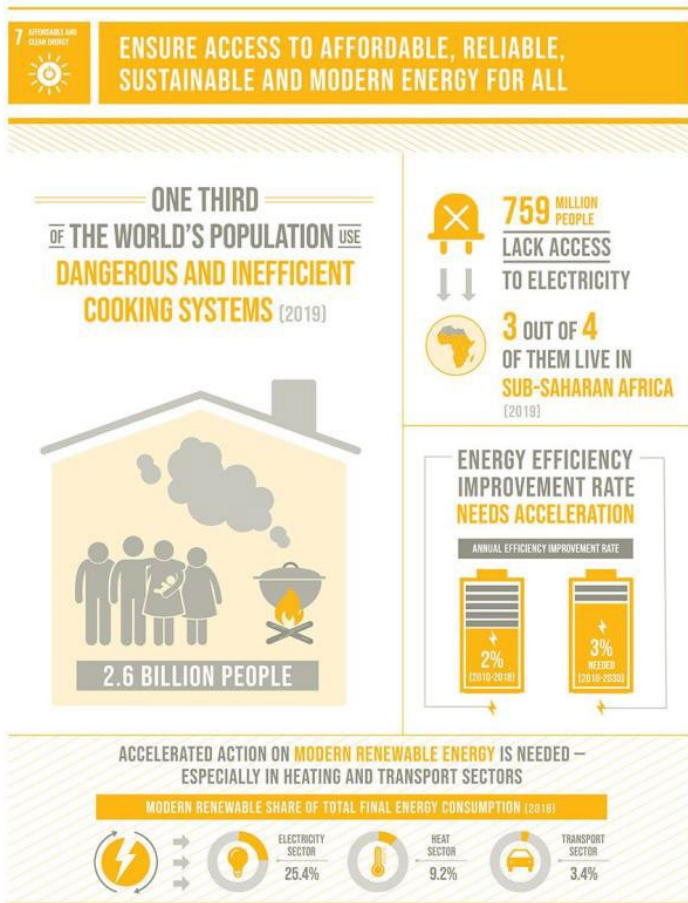
## Screenshot of Proposed New Content

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### Unequal Distribution of Resources

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Because of this unequal distribution of energy resources, some people have cheaper and more reliable access to energy than others do.



THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2021: UNSTATS.UN.ORG/SDGS/REPORT/2021/



**IDENTIFY:** List five facts you can gather from this infographic.

*Start Typing...*



## Update to Content Accepted by SRP

◀ ▶ ↺

**RESEARCH:** Work with a partner to research and describe an example of how resource management can help reduce poverty. If you focus on poverty caused by unequal distribution of resources, you can use information from the infographic to start your research.

*Start Typing...*

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**Signature:** By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

 Recoverable Signature

**X** Liza Marshall

---

Liza Marshall  
HMH Lead Bids & Contracts Specialist  
Signed by: Marshall, Liza M. (SUP-ATX)

**Date Submitted: 1/8/2024**

## Update to Content Accepted by SRP

### Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note:** All request to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

TEKS       ELPS       TPG       TEKS and ELPS

Proclamation Year: **2024**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Subject Area/Course: **Science, Grade 6 (Spanish)**

#### Adopted Program Information:

Title: **HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 6**

ISBN: **9780358881483**

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title:

Identical Program ISBN:

#### Adopted Component Information

Title: **HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6**

ISBN: **9780358881605**

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title:

Identical Component ISBN:

#### Publisher's overall rationale for this update

Enter the primary reason for the update request.

**TEA identified a grammatical error in the grade 6 science TEKS for student expectation (SE) 11(A) that resulted in incorrect breakouts.**

#### Publisher's overall description of the change

Enter an overall description of the change(s).

**No change to content accepted by the SRP is being changed. A new citation to content accepted by the SRP is being provided.**

## Update to Content Accepted by SRP

### Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://hmhco.com/txk6cienciasreview>

Currently Adopted Content Username: **TX\_Student1**

Currently Adopted Content Password: **Easy123!**

**PLEASE NOTE: In order for currently adopted hyperlinks to work, you must first log into Ed, click the Discover tab, and then select the blue INTERACTIVE LESSONS button.**

Proposed Updated Content URL: <https://hmhco.box.com/s/bkm77dxjcht1d9z5g33tb2ncnz3pfn2d>

Proposed Updated Content Username: **n/a**

Proposed Updated Content Password: **n/a**

### Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

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#### (SE)(Breakout(s)) and (Citation Type(s))

(11)(A)(i), Narrative

#### Description of the specific location and hyperlink to the exact location of currently adopted content

TEKS Lección 6.11.A, Exploración 5, pantalla 4, Actividad de investigación guiada,

[https://www.hmhco.com/econtent/content/science/into\\_science\\_tx\\_sp/g6/student/epub/istx23sp\\_ese\\_g06u06l01\\_student/#cards--6\\_tx\\_sp\\_ese\\_ee5\\_impresmngmnt\\_3/](https://www.hmhco.com/econtent/content/science/into_science_tx_sp/g6/student/epub/istx23sp_ese_g06u06l01_student/#cards--6_tx_sp_ese_ee5_impresmngmnt_3/)

#### Description of the specific location and hyperlink to the exact location of the proposed new content

**\*\*Note that this is not actually “new content”, this is content previously approved by the State Review Panel.\*\***

TEKS Lección 6.11.A, Exploración 5, Pantalla 2, IDENTIFICA prompt,

<https://hmhco.box.com/s/tc7ddilr71tepgmitulbn6q7lom06b1r>

## Screenshot of Currently Adopted Content

The screenshot displays a digital learning interface. At the top, a dark navigation bar contains a hamburger menu icon, the text 'Exploración 5: Investigar el consumo de energía (TEKS 6.11.A)', and a 'Contents' link. Below this, a teal banner features a circular icon with a book and the text 'ARTistas del lenguaje'. The main content area is titled 'Investigación guiada' in bold blue text. It contains two paragraphs of text about US energy infrastructure and a 'COLABORA' section with a light blue border. The 'COLABORA' section includes a paragraph of text and a list of three questions. Below the text is a large white text box with a light blue border and a placeholder 'Comienza a escribir...'. A dark navigation bar at the bottom of the screenshot repeats the title and 'Contents' link. A left-side navigation bar with a back arrow is visible on the left edge of the content area.

Exploración 5: Investigar el consumo de energía (TEKS 6.11.A)

ARTistas del lenguaje

### Investigación guiada

Los Estados Unidos tienen una infraestructura energética desarrollada que proporciona a casi todos los estadounidenses acceso confiable a calefacción, electricidad y transporte. Sin embargo, esta infraestructura aún depende principalmente de la quema de combustibles fósiles, lo que contribuye al calentamiento global. Como en los Estados Unidos se consume tanta energía, las decisiones que se toman en este país tienen un gran efecto en el consumo mundial de energía.

Para la última parte de tu investigación guiada, investiga de qué manera la administración de recursos puede reducir el consumo de energía y limitar las emisiones de gases de efecto invernadero.

**COLABORA:** Con un grupo pequeño, dedica 20 minutos a investigar los siguientes temas y preguntas. Puedes dividir las preguntas para completar la investigación en el tiempo dado.

La Agencia de Protección Ambiental, *Environmental Protection Agency*, tiene información sobre las emisiones de gases de efecto invernadero. La Administración de Información Energética de EE. UU., *U.S. Energy Information Administration*; la Oficina de Eficiencia Energética y Energía Renovable de EE. UU., *U.S. Energy Efficiency and Renewable Energy Office*; y las Naciones Unidas tienen información acerca de maneras de reducir el consumo de energía.

Exploración 5: Investigar el consumo de energía (TEKS 6.11.A)

Describir las emisiones de gases de efecto invernadero en los Estados Unidos

1. ¿Cuál fue la cantidad total de gases de efecto invernadero que emitieron los Estados Unidos en el último año según estos datos disponibles?
2. ¿Cuáles son las principales fuentes de emisiones de gases de efecto invernadero en los Estados Unidos?
3. ¿Qué porcentaje de las emisiones de nuestro país provienen de la quema de combustibles fósiles?

Comienza a escribir...

# Update to Content Accepted by SRP

Exploración 5: Investigar el consumo de energía (TEKS 6.11.A)

**Soluciones para las emisiones de gases de efecto invernadero**

1. Describe tres estrategias que podrían adoptar los Estados Unidos para reducir las emisiones de efecto invernadero y, al mismo tiempo, garantizar que todos tengan acceso a energía confiable y económica.

Comienza a escribir...

**Fuentes de energía renovables**

1. Identifica tres fuentes de energía renovables.  
2. Analiza y explica los costos y beneficios para la sociedad de cada fuente que identificaste.

Comienza a escribir...

**Conservación de la energía**

1. Identifica tres maneras de reducir la cantidad de energía que consumen las personas.  
2. ¿Qué políticas gubernamentales pueden alentar a las personas a consumir menos energía?  
3. ¿Qué compensaciones surgen al hacer que las personas reduzcan su consumo de energía?

Comienza a escribir...

Screenshot of Proposed New Content

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**La distribución desigual de los recursos**

Muchos recursos naturales de la Tierra, incluidos el petróleo, el agua, el suelo, los minerales, el viento y la luz solar, están distribuidos de forma desigual en la superficie terrestre. En otras palabras, los recursos se concentran en lugares específicos como resultado de los procesos por los cuales se forman. Por ejemplo, la mayor parte del carbón que consumimos actualmente se formó donde existían pantanos tropicales hace millones de años. Algunos recursos, como el viento y la luz solar, son renovables. Sin embargo, también son limitados en su distribución.

Debido a esta distribución desigual de los recursos energéticos, algunas personas tienen un acceso a la energía más barato y confiable que otras.



INFORME DE LOS OBJETIVOS DE DESARROLLO SOSTENIBLE 2021: UNSTATS.UN.ORG/SDGS/REPORT/2021/

## Update to Content Accepted by SRP

The image shows two text input boxes, each with a refresh icon in the top left corner. The first box contains the text: **IDENTIFICA:** Enumera cinco datos que puedas reunir a partir de infografía. Below this is a text area with the placeholder text "Comienza a escribir...". The second box contains the text: **EXPLICA:** ¿Cómo puede ayudar la administración de recursos a reducir la pobreza causada por la distribución desigual de los recursos? Below this is another text area with the placeholder text "Comienza a escribir...".

---

### (SE)(Breakout(s)) and (Citation Type(s))

(11)(A)(vi), Narrative

#### Description of the specific location and hyperlink to the exact location of currently adopted content

TEKS Lección 6.11.A, Exploración 1, pantalla 5, ARTistas del lenguaje investigación guiada y Toma decisiones informadas Interacción,

[https://www.hmhco.com/econtent/content/science/into\\_science\\_tx\\_sp/g6/student/epub/istx23sp\\_eseg06u06l01\\_student/#cards--6\\_tx\\_sp\\_esee1\\_impresmngmnt\\_5/](https://www.hmhco.com/econtent/content/science/into_science_tx_sp/g6/student/epub/istx23sp_eseg06u06l01_student/#cards--6_tx_sp_esee1_impresmngmnt_5/)

#### Description of the specific location and hyperlink to the exact location of the proposed new content

**\*\*Note that this is not actually "new content", this is content previously approved by the State Review Panel.\*\***

TEKS Lección 6.11.A, Exploración 5, Pantalla 2, Text on "La distribución desigual de los recursos"above the infographic,to be edited as proposed in response to TEKS Subject Matter Review Panel Feedback Citation #6428976, <https://hnhco.box.com/s/7px8asr9xnx7voydlwjfr162cr81iy49>

# Update to Content Accepted by SRP

## Screenshot of Currently Adopted Content

Exploración 1: Investigar la contaminación del agua (TEKS 6.11.A)

Contents

ARTistas del lenguaje

### Investigación guiada

El objetivo de la investigación es hallar evidencias que respondan tus preguntas de investigación. Las *evidencias* son todo aquello que ayuda a llegar a una conclusión o formar una opinión. Cuando uses evidencias de textos informativos, hazte estas preguntas:

- ¿La fuente es creíble? Para evaluar esto, busca autores que sean expertos en su campo, evalúa el propósito del texto e intenta usar fuentes más recientes.
- ¿Los hechos se pueden verificar, es decir, se puede probar que sean ciertos en varias fuentes?
- ¿Las opiniones son de uno o más expertos en el tema?
- ¿Las evidencias son relevantes para el tema?

Hasta ahora, exploraste maneras en que la contaminación entra en los recursos hídricos y cómo pueden afectar las actividades humanas a la hidrósfera. Ahora, investiga la importancia de administrar los recursos para reducir la contaminación del agua.

**COLABORA:** Con un grupo pequeño, dedica 20 minutos a investigar los siguientes temas y preguntas. Puedes dividir los temas para completar tu investigación en el tiempo dado.

#### Agua subterránea y acuíferos

1. ¿Qué es el agua subterránea y qué son los acuíferos?
2. ¿Qué porcentaje de personas en los Estados Unidos depende del agua subterránea para beber?
3. ¿Cómo se recargan los acuíferos?

Comienza a escribir...

#### Contaminación del agua subterránea

1. ¿Cuáles son algunas fuentes comunes de contaminación del agua subterránea?
2. ¿Por qué es importante proteger los acuíferos de la contaminación?

Comienza a escribir...



## Update to Content Accepted by SRP

Exploración 1: Investigar la contaminación del agua (TEKS 6.11.A)

### Administración de los recursos hídricos

1. ¿Cómo afectan y administran los individuos los recursos hídricos? Enumera tres ejemplos.
2. ¿Cómo afectan y administran las corporaciones los recursos hídricos? Enumera tres ejemplos.
3. ¿Cómo afectan y administran los gobiernos los recursos hídricos? Enumera tres ejemplos.

Comienza a escribir...



**TOMA DECISIONES INFORMADAS:** Según las evidencias creíbles de tu investigación, ¿qué medidas crees que son necesarias para reducir la contaminación del agua? Identifica cómo podrían usarse estrategias de administración de recursos para contribuir en esta tarea.

Comienza a escribir...

Screenshot of Proposed New Content

**\*\*Note that this is not actually “new content”, this is content previously approved by the State Review Panel.\*\***

**La distribución desigual de los recursos**

Muchos recursos naturales de la Tierra, incluidos el petróleo, el agua, el suelo, los minerales, el viento y la luz solar, están distribuidos de forma desigual en la superficie terrestre. En otras palabras, los recursos se concentran en lugares específicos como resultado de los procesos por los cuales se forman. Por ejemplo, la mayor parte del carbón que consumimos actualmente se formó donde existían pantanos tropicales hace millones de años. Algunos recursos, como el viento y la luz solar, son renovables. Sin embargo, también son limitados en su distribución.

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## Update to Content Accepted by SRP



**IDENTIFICA:** Enumera cinco datos que puedas reunir a partir de infografía.

*Comienza a escribir...*



**EXPLICA:** ¿Cómo puede ayudar la administración de recursos a reducir la pobreza causada por la distribución desigual de los recursos?

*Comienza a escribir...*

---

**Signature:** By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.



Recoverable Signature

**X** Liza Marshall

---

Signed by: Marshall, Liza M. (SUP-ATX)

**Date Submitted: 1/8/2024**

## Update to Content Accepted by SRP

### Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note:** All request to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

TEKS       ELPS       TPG       TEKS and ELPS

Proclamation Year: **2024**

Publisher: **Houghton Mifflin Harcourt Publishing Company**

Subject Area/Course: **Science, Grade 6 (Spanish)**

#### Adopted Program Information:

Title: **HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 6**

ISBN: **9780358881483**

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title:

Identical Program ISBN:

#### Adopted Component Information

Title: **HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6**

ISBN: **9780358881698**

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title:

Identical Component ISBN:

#### Publisher's overall rationale for this update

Enter the primary reason for the update request.

**TEA identified a grammatical error in the grade 6 science TEKS for student expectation (SE) 11(A) that resulted in incorrect breakouts.**

#### Publisher's overall description of the change

Enter an overall description of the change(s).

**No change to content accepted by the SRP is being changed. A new citation to content accepted by the SRP is being provided.**

## Update to Content Accepted by SRP

### Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <http://hmhco.com/txk6cienciasreview>

Currently Adopted Content Username: **TX\_Teacher1**

Currently Adopted Content Password: **Easy123!**

**PLEASE NOTE: In order for currently adopted hyperlinks to work, you must first log into Ed, click the Discover tab, and then select the blue INTERACTIVE LESSONS button.**

Proposed Updated Content URL: <https://hmhco.box.com/s/bkm77dxjcht1d9z5g33tb2ncnz3pfn2d>

Proposed Updated Content Username: **n/a**

Proposed Updated Content Password: **n/a**

### Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

---

#### (SE)(Breakout(s)) and (Citation Type(s))

(11)(A)(i), Activity

#### Description of the specific location and hyperlink to the exact location of currently adopted content

TEKS 6.11.A Examen breve, Elemento de prueba 6, TEKS Examen breve,

[https://www.hmhco.com/econtent/content/science/into\\_science\\_tx\\_sp/g6/student/pdf/6\\_istx\\_quiz\\_u6L1\\_A\\_se\\_sp.pdf](https://www.hmhco.com/econtent/content/science/into_science_tx_sp/g6/student/pdf/6_istx_quiz_u6L1_A_se_sp.pdf)

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TEKS Lección 6.11.A, Exploración 5, Pantalla 2, new INVESTIGACIÓN prompt to align with English change submitted to TEA 7/25/2023 in response to TEKS English Subject Matter Review Panel,

<https://hmhco.box.com/s/tc7ddilr71tepgmitulbn6q7lom06b1r>

Screenshot of Currently Adopted Content

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

|                    |
|--------------------|
| <b>TEKS 6.11.A</b> |
| Examen breve A     |

6. La Organización Mundial de la Salud (OMS) está formada por diversos científicos de todo el mundo. En 2005, realizaron un estudio para comprender el uso mundial de la energía. Hicieron un análisis de costos de tres posibles cambios en los métodos de cocina para once subregiones de la OMS. Estas fueron sus conclusiones:

Ahorro en dólares gracias a los cambios en los métodos de cocina

|  | Si el 50% de la población que cocinaba con combustibles sólidos en 2005 pasara a cocinar con gas licuado de petróleo en 2015 | Si el 50% de la población que cocinaba con combustibles sólidos en 2005 pasara a cocinar con formas modernas de biocombustibles en 2015 | Si el 50% de la población que cocinaba con combustibles sólidos en 2005 pasara a cocinar con una estufa mejorada en 2015 |
|--|--|---|--|
| Ahorro en cuidados sanitarios  | 384  | 384   | 65   |
| Ahorro de tiempo gracias a la prevención de enfermedades infantiles y de adultos: días de asistencia escolar ganados para los niños y aumento de la productividad para niños y adultos | 1460   | 1460  | 510  |
| Ahorro de tiempo gracias a la reducción del tiempo dedicado a recoger combustible y cocinar: aumento de la productividad   | 43,980   | 43,980  | 88,100   |
| Valor de las muertes evitadas entre niños y adultos  | 38,730   | 38,730  | 13,560   |
| Beneficios para el medio ambiente  | 6070   | 5610  | 2320   |
| <b>Beneficios totales</b>  | <b>90,624</b>  | <b>90,164</b>   | <b>104,555</b>   |

Fuente: OMS, 2006.

¿Cuál de estos enunciados sobre su estudio es correcto?

- A. El mayor beneficio se obtuvo al cambiar al petróleo porque hubo un mayor ahorro para el medio ambiente
- B. El mayor beneficio se obtuvo al cambiar al petróleo porque se evitaron más muertes de niños y adultos
- C. El mayor beneficio se obtuvo al cambiar a una estufa mejorada porque hubo mayores beneficios para el medio ambiente
- D. El mayor beneficio se obtuvo al cambiar a una estufa mejorada porque hubo mayores ganancias de productividad y ahorro de tiempo en comparación con las otras opciones

Screenshot of Proposed New Content

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**IDENTIFICA:** Enumera cinco datos que puedas reunir a partir de infografía.

Comienza a escribir...



**EXPLICA:** ¿Cómo puede ayudar la administración de recursos a reducir la pobreza causada por la distribución desigual de los recursos?

Comienza a escribir...

# Update to Content Accepted by SRP

## (SE)(Breakout(s)) and (Citation Type(s))

(11)(A)(vi), Activity

### Description of the specific location and hyperlink to the exact location of currently adopted content

TEKS 6.11.A Examen breve, Elemento de prueba 5, TEKS Examen breve,

[https://www.hmhco.com/econtent/content/science/into\\_science\\_tx\\_sp/g6/student/pdf/6\\_istx\\_quiz\\_u6L1\\_A\\_se\\_sp.pdf](https://www.hmhco.com/econtent/content/science/into_science_tx_sp/g6/student/pdf/6_istx_quiz_u6L1_A_se_sp.pdf)

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Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

**TEKS 6.11.A**

Examen breve A

### Examen breve: La importancia de administrar los recursos (TEKS 6.11.A)

5. Un científico investiga los humedales para analizar los costos y beneficios de las actividades humanas cerca de ellos. Descubre que los humedales suelen encontrarse a lo largo de grandes masas de agua. Se ha descubierto que los seres vivos que viven en humedales reducen la contaminación del aire y del agua. ¿Qué enunciado describe la rentabilidad de las compensaciones entre agricultura y tecnología para mantener los humedales?
- A. Al mantener los humedales, hay menos superficie disponible para la agricultura, pero un impacto positivo en los recursos hídricos y aéreos
  - B. Al mantener los humedales, hay más superficie disponible para la agricultura, pero un impacto negativo en los recursos hídricos y aéreos
  - C. Al mantener los humedales, hay menos superficie disponible para la agricultura y un impacto negativo en los recursos hídricos y aéreos
  - D. Al mantener los humedales, hay más superficie disponible para la agricultura y un impacto positivo en los recursos hídricos y aéreos



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 **EXPLICA:** ¿Cómo puede ayudar la administración de recursos a reducir la pobreza causada por la distribución desigual de los recursos?

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---

**Signature:** By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

 Recoverable Signature

**X** Liza Marshall

---

Signed by: Marshall, Liza M. (SUP-ATX)

**Date Submitted: 1/8/2024**