Proclamation 2024: Report of Editorial Changes in Response to Public Testimony

This report contains the changes proposed in response to public testimony provided during the November 2023 meeting of the COFB. The proposed changes will be added to the comprehensive report of editorial changes following the November 2023 State Board of Education (SBOE) meeting and are required as a condition of SBOE adoption.

Publisher: Discovery Education Inc

Science, Grade K

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

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

ISBN: 9781616291563

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291587

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291587

Current Page Number(s): xxii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291549

Current Page Number(s): 8

Location: Lesson 2, Material List

Original Text: • Rock kit • Hand lens • Safety goggles (per student) • Pencils or crayons

Updated Text: • Obsidian • Granite • Halite • Slate • Hand lens • Pencils or crayons

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

ISBN: 9781616291549

Current Page Number(s): xvii

Location: Water, Rocks, and Soil > lesson 2 head

Original Text: Lesson 2: Comparing Rocks, Water, and Soil

Updated Text: Lesson 2: Observing Water, Rocks, and Soil

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

ISBN: 9781616291549

Current Page Number(s): xvii

Location: Water, Rocks, and Soil > lesson 2 > first bullet

Original Text: • Rocks

Updated Text: • Rock

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

ISBN: 9781616291549

Current Page Number(s): 48

Location: Materials list > first bullet

Original Text: • Rocks

Updated Text: • Rock

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

ISBN: 9781616291525

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291525

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291549

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291549

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291563

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

Publisher: Accelerate Learning Inc.

Science, Grade 1

Program: *STEMscopes Science TX - Grade 1 : TEKS*

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

ISBN: 9798888266793

Link to Current Content:
View Current Content

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

Location: Sections titled:

- Explaining Why Water Conservation Is Important
- Describing Ways to Conserve Water

Link to Updated Content:

View Updated Content

Original Text: Adjusted language to highlight natural resources in Texas

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

Publisher: Discovery Education Inc

Science, Grade 1

Program: *Science Techbook for Texas by Discovery Education - Grade 1: TEKS*

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

ISBN: 9781616291631

Current Page Number(s): 120

Location: Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]
1.8.B Describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.

Component: *Science Techbook for Texas by Discovery Education: Grade 1*

ISBN: 9781616291433

Current Page Number(s): https://app.discoveryeducation.com/learn/player/765F05AF-7746-4461-8E6A-E45B62A4F5F8

Location: Unit 2 > Concept 1 > Lesson 5 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]
1.10.A Investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand.

Component: ***Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Current Page Number(s): https://app.discoveryeducation.com/learn/player/8BB2AD1A-E50D-4E18-AAE7-A8573855936F

Location: Unit 1 > Concept 3 > Lesson 5 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]
1.6.B Explain and predict changes in materials caused by heating and cooling.

Component: ***Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Current Page Number(s): https://app.discoveryeducation.com/learn/player/C1C52DEA-8259-4216-A902-587A526B64FB

Location: Unit 1 > Concept 1 > Lesson 9 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]
1.6.C Demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together.

Component: ***Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Current Page Number(s): https://app.discoveryeducation.com/learn/player/8BB2AD1A-E50D-4E18-AAE7-A8573855936F

Location: Unit 1 > Concept 3 > Lesson 5 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]
1.8.B Describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.

Component: ***Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition***

ISBN: 9781616291747

Current Page Number(s): xvi

Location: Materials List > Advance Prep

Original Text: Fill a 240 mL paper cup with elbow macaroni for each group.

Fill another 240 mL paper cup with beans for each group.

Updated Text: Fill a 240 mL plastic cup with elbow macaroni for each group.

Fill another 240 mL plastic cup with beans for each group.

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

ISBN: 9781616291631

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition***

ISBN: 9781616291747

Current Page Number(s): xvi

Location: Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)
• Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)
• Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

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

ISBN: 9781616291631

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition***

ISBN: 9781616291747

Current Page Number(s): 4

Location: Materials List > Preparation

Original Text: Fill a 240 mL paper cup with elbow macaroni for each group.

Fill another 240 mL paper cup with beans for each group.

Updated Text: Fill a 240 mL plastic cup with elbow macaroni for each group.

Fill another 240 mL plastic cup with beans for each group.

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

ISBN: 9781616291679

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition***

ISBN: 9781616291747

Current Page Number(s): 4

Location: Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)
• Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)
• Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

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

ISBN: 9781616291679

Current Page Number(s): xxiii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Student Edition***

ISBN: 9781616291761

Current Page Number(s): 4

Location: Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)
• Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)
• Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

Component: ***Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition***

ISBN: 9781616291716

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 3 Teacher Edition*

ISBN: 9781616291716

Current Page Number(s): xxiii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 1*

ISBN: 9781616291433

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f2fbb81e-f3e7-4782-9556-44bca0345507

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

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)
• Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)
• Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 1*

ISBN: 9781616291433

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f2fbb81e-f3e7-4782-9556-44bca0345507

Location: Concept 1 > Lesson 1 > Educator Notes > Slide 8 > Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)
• Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)
• Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

Component: ***Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition***

ISBN: 9781616291747

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 1***

ISBN: 9781616291433

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f2fbb81e-f3e7-4782-9556-44bca0345507

Location: Concept 1 > Lesson 1 > Educator Notes > Slide 8 > Materials List > Preparation

Original Text: Fill a 240 mL paper cup with elbow macaroni for each group.

Fill another 240 mL paper cup with beans for each group.

Updated Text: Fill a 240 mL plastic cup with elbow macaroni for each group.

Fill another 240 mL plastic cup with beans for each group.

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

ISBN: 9781616291679

Current Page Number(s): 26

Location: Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]
1.10.A Investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand.

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

ISBN: 9781616291631

Current Page Number(s): 120

Location: Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]
1.6.B Explain and predict changes in materials caused by heating and cooling.

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

ISBN: 9781616291631

Current Page Number(s): 44

Location: Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]
1.6.C Demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together.

Publisher: Accelerate Learning Inc.

Science, Grade 2

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

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

ISBN: 9798888266816

Link to Current Content:
View Current Content

Current Page Number(s): 3

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

Link to Updated Content:

View Updated Content

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

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

Publisher: Discovery Education Inc

Science, Grade 2

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

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

ISBN: 9781616291846

Current Page Number(s): 118-121

Location: subhead timing

Original Text: 10 min
15 min
10 min
5 min

Updated Text: 5 min
10 min
3 min
2 min

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/8c1596d7-95e6-4c80-a095-d810dbd1d404

Location: Unit 1 > Concept 1 > Lesson 3 > Lesson Planning > Preparation

Link to Updated Content:

View Updated Content

Original Text: Preparation
Gather materials in advance. Consider using Discovery Education Experience to access images to laminate for students to use in the activity. If you are unable to laminate the images, you may want to print extra copies in case they become unusable. This lesson utilizes stations. Each part below should be set up as a separate station for students to rotate through. Part 1: Pictures of heavy and light things found on a playground (such as slide, playscape, large rock) Part 2: Pictures of hot and cold things found on a playground (such as hot metal slide, juice box) Part 3: Box or bin filled with objects that have different textures and are found on a playground (such as rope, tree bark, plastic ball, seat of swing) Part 4: Pictures of big and little things found on a playground (such as slide, playscape, small rock)

Updated Text: See updated text in URL_for_Updated_Text

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/techbook/units/d168b1ec-b3d5-462c-a13b-e3774eeea69b/concepts/67deb74b-888d-4743-bdad-24141d4ec250/tabs/f66773fb-e2b4-4dab-a882-2bae946daae5/pages/e3a9d541-2fcc-42fd-991d-9cca0080d806

Location: Unit 2 > Concept 4 > Lesson 1 > lesson timing

Original Text: 40 min

Updated Text: 20 min

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

ISBN: 9781616291822

Current Page Number(s): xxiii - xxiv

Location: Lesson 3, Materials in the Schoolyard Landscape, Advance prep

Link to Updated Content:

View Updated Content

Original Text: Advance Prep: Gather materials in advance. Consider using Discovery Education Experience to access images to laminate for students to use in the activity. If you are unable to laminate the images, you may want to print extra copies in case they become unusable. This lesson utilizes stations. Each part below should be set up as a separate station for students to rotate through.
Part 1: Pictures of heavy and light things found on a playground (such as slide, playscape, large rock)

Part 2: Pictures of hot and cold things found on a playground (such as hot metal slide, juice box)
Part 3: Box or bin filled with objects that have different textures and are found on a playground (such as rope, tree bark, plastic ball, seat of swing)
Part 4: Pictures of big and little things found on a playground (such as slide, playscape, small rock)

Updated Text: See updated text in URL_for_Updated_Text

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/techbook/units/d168b1ec-b3d5-462c-a13b-e3774eeea69b/concepts/67deb74b-888d-4743-bdad-24141d4ec250/tabs/f66773fb-e2b4-4dab-a882-2bae946daae5/pages/e3a9d541-2fcc-42fd-991d-9cca0080d806

Location: subhead timing

Original Text: 10 min
15 min
10 min
5 min

Updated Text: 5 min
10 min
3 min
2 min

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

ISBN: 9781616291822

Current Page Number(s): 14-15

Location: Preparation

Link to Updated Content:

View Updated Content

Original Text: Preparation
Gather materials in advance. Consider using Discovery Education Experience to access images to laminate for students to use in the activity. If you are unable to laminate the images, you may want to print extra copies in case they become unusable. This lesson utilizes stations. Each part below should be set up as a separate station for students to rotate through. Part 1: Pictures of heavy and light things found on a playground (such as slide, playscape, large rock) Part 2: Pictures of hot and cold things found on a playground (such as hot metal slide, juice box) Part 3: Box or bin filled with objects that have different textures and are found on a playground (such as rope, tree bark, plastic ball, seat of swing) Part 4: Pictures of big and little things found on a playground (such as slide, playscape, small rock)

Updated Text: See updated text in URL_for_Updated_Text

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

ISBN: 9781616291822

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/6498defb-05df-456b-94fc-7eb81664de88

Location: Unit 2 > Concept 1 > Lesson 8 > Educator Notes > Before Reading

Original Text: Discuss with the students the difference between the trash that goes to the landfill and the trash that goes to the recycling center. Explain that the trash that goes to the landfill will decompose (rot) over time.

Updated Text: Discuss with students some different items that can be found in a landfill. Explain that the trash that goes to the landfill will decompose (rot) over time and can get into our natural environment. Have students look at the picture of the landfill and share if they think the items in landfills are natural or manmade resources. Then tell them that they will read about about how environmental engineers protect natural resources.

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

ISBN: 9781616291822

Current Page Number(s): xxiii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291846

Current Page Number(s): 32

Location: Before Reading

Original Text: Discuss with the students the difference between the trash that goes to the landfill and the trash that goes to the recycling center. Explain that the trash that goes to the landfill will decompose (rot) over time.

Updated Text: Discuss with students some different items that can be found in a landfill. Explain that the trash that goes to the landfill will decompose (rot) over time and can get into our natural environment. Have students look at the picture of the landfill and share if they think the items in landfills are natural or manmade resources. Then tell them that they will read about about how environmental engineers protect natural resources.

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/6498defb-05df-456b-94fc-7eb81664de88

Location: Unit 2 > Concept 1 > Lesson 8 > Turn and Talk Question 1

Original Text: What are some objects that you use that can be safely put in a landfill?

Updated Text: What are some natural and manmade resources found in a landfill?

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

ISBN: 9781616291846

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291853

Current Page Number(s): 38

Location: Turn and Talk

Original Text: What are some objects that you use that can be safely put in a landfill?

Updated Text: What are some natural and manmade resources found in a landfill?

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

ISBN: 9781616291846

Current Page Number(s): xxvi

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291846

Current Page Number(s): 33

Location: Turn and Talk

Original Text: What are some objects that you use that can be safely put in a landfill? Sample response: food waste, wood, house waste

Updated Text: What are some natural and manmade resources found in a landfill? Sample response: Soil and wood are natural resources found in landfills. Old doors and cans are manmade resources.

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

ISBN: 9781616291860

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/6498defb-05df-456b-94fc-7eb81664de88

Location: Unit 2 > Concept 1 > Lesson 8 > Educator Notes > Turn and Talk Question 1

Original Text: What are some objects that you use that can be safely put in a landfill? Sample response: food waste, wood, house waste

Updated Text: What are some natural and manmade resources found in a landfill? Sample response: Soil and wood are natural resources found in landfills. Old doors and cans are manmade resources.

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

ISBN: 9781616291860

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291440

Current Page Number(s): 65

Location: What Did You Figure Out? Image 2

Original Text: [Second turtle image]

Updated Text: Replace with this new image of a turtle's mouth: https://enterprise.shutterstock.com/image-photo/close-shot-turtle-opening-mouth-while-1868718154

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

ISBN: 9781616291884

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291884

Current Page Number(s): xxviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/c8471bab-358d-478b-abaa-c92294061ec3

Location: Unit 4 > Concept 2 > Lesson 4 > What Did You Figure Out?, Image 2

Original Text: [Second turtle image]

Updated Text: Replace with this new image of a turtle's mouth: https://enterprise.shutterstock.com/image-photo/close-shot-turtle-opening-mouth-while-1868718154

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

ISBN: 9781616291884

Current Page Number(s): xxv

Location: Materials List

Original Text: • Four types of seeds (for example, acorn, berries, pumpkin, sunflower, etc.)

Updated Text: • Four types of seeds (for example, pea, marigold, pumpkin, sunflower, etc.)

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

ISBN: 9781616291884

Current Page Number(s): 8

Location: Materials List

Original Text: • Four types of seeds (for example, acorn, berries, pumpkin, sunflower, etc.)

Updated Text: • Four types of seeds (for example, pea, marigold, pumpkin, sunflower, etc.)

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

ISBN: 9781616291822

Current Page Number(s): xxvi

Location: Investigating Pushes and Pulls, Lesson 2: Push and Pull Investigations, Advance Prep, between sentences 2 and 3

Original Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

Updated Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. Form the clay into small balls for each group. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/c8fe88ea-4e32-43ca-aed3-064d1725a38f

Location: Unit 4 > Concept 1 > Lesson 2 > Educator Notes > Slide 7 > Materials List

Original Text: • Four types of seeds (for example, acorn, berries, pumpkin, sunflower, etc.)

Updated Text: • Four types of seeds (for example, pea, marigold, pumpkin, sunflower, etc.)

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

ISBN: 9781616291822

Current Page Number(s): 94

Location: Preparation, between sentences 2 and 3

Original Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

Updated Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. Form the clay into small balls for each group. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

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

ISBN: 9781616291846

Current Page Number(s): 118

Location: lesson timing

Original Text: 40 min

Updated Text: 20 min

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

ISBN: 9781616291440

Current Page Number(s): https://app.discoveryeducation.com/learn/player/ccff86ff-6cf5-4759-b49e-3adb3aef2c78

Location: Unit 1 > Concept 3 > Lesson 2 > Lesson Planning > Preparation > after 2nd sentence

Original Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

Updated Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. Form the clay into small balls for each group. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

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

ISBN: 9781616291846

Current Page Number(s): xii

Location: Lesson 1: Why Do We Use Magnification Tools, Time column

Original Text: 40 min

Updated Text: 20 min

Publisher: McGraw Hill

Science, Grade 2

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

Component: ***McGraw Hill Texas Science, Grade 2 Student Edition***

ISBN: 9781265557720

Current Page Number(s): 164

Location: Bottom of page

Original Text: illustration of ozone layer for the years 1980, 1989, and 2010

Updated Text: photo of Mario Molina receiving the Presidential Medal of Freedom from President Barack Obama. Caption: Mario Molina was given the Presidential Medal of Freedom for his important work. (This is not new content, it is being moved from page 165 to 164.)

Component: ***McGraw Hill Texas Science, Grade 2 Student Edition***

ISBN: 9781265557720

Current Page Number(s): 165

Location: top of page

Original Text: photo of Mario Molina receiving the Presidential Medal of Freedom from President Barack Obama. Caption: Mario Molina was given the Presidential Medal of Freedom for his important work.

Updated Text: Chart showing the Ozone Hole from the years 1981-2020. Caption: This chart shows the improvements in the ozone layer from 1981 to 2020.

Component: ***McGraw Hill Texas Science, Grade 2 Student Edition***

ISBN: 9781265557720

Current Page Number(s): 165

Location: paragraph of text, center of page

Original Text: The discovery won Mario Molina and his partners the Nobel Prize in Chemistry in 1995. Mario Molina continued to work to find ways to make the air cleaner. He cared deeply about the environment and wanted to find more ways to help Earth.

Updated Text: Mario Molina and his partners won the Nobel Prize in Chemistry in 1995. Mario Molina continued to work to find ways to make the air cleaner. He cared deeply about the environment and wanted to find more ways to help Earth.

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

ISBN: 9781265515850

Current Page Number(s): 165

Location: Use to Intervene

Original Text: How do the photos help you understand how the hole in the ozone layer has changed over time? Sample answer: From the photos, I can see that the hole grew from 1990 to the early 2000s. After 2010, the hole over Antarctica began to decrease in size.

Updated Text: How do the photos help you understand how the hole in the ozone layer changes over time? Sample answer: From the photos, I can see that the size of the hole changes from year to year.

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

ISBN: 9781265515850

Current Page Number(s): 164

Location: About the Photo, Questions and sample answers

Original Text: Ask: When did the hole begin to close up? Sample answer: 2010 Ask: Why do you think this is? Sample answer: Mario Molina discovered that CFCs were damaging the ozone layer, and people stopped using products with CFCs.

Updated Text: [delete questions and sample answers]

Component: ***McGraw Hill Texas Science, Grade 2 Student Edition***

ISBN: 9781265557720

Current Page Number(s): 164

Location: after third paragraph, adding new (4th paragraph) text

Original Text: N/A

Updated Text: Thanks to Mario Molina's research, a treaty was signed in 1987. More than 190 countries have signed this treaty. It banned the use of many harmful chemicals. This helped protect the ozone layer.

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 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): 24

Location: Preparation

Original Text: Preparation
Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces and the cardboard to be used for the base of the tower prior to the lesson.

Updated Text: Preparation
Prior to the lesson, prepare the squares of corrugated cardboard pieces to create the base for student towers. Each cardboard base should be large enough for a six-inch tall tower to be built on it. A suggested size for the base is 70 cm x 70 cm (24 in. x 24 in.).

Component: ***Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): 78

Location: Lesson timing icon

Original Text: 20 min

Updated Text: 40 min

Component: ***Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition***

ISBN: 9781616292133

Current Page Number(s): 35

Location: Plant and Animal Life Cycles, paragraph 3

Original Text: Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature until they become able to reproduce themselves. The cycle of life repeats itself again.

Updated Text:
Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature. The cycle of life repeats itself again.

Component: ***Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): viii

Location: Lesson 4: Changing States of Matter > timing

Original Text: 20 min

Updated Text: 40 min

Component: ***Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291457

Current Page Number(s): https://app.discoveryeducation.com/learn/player/da1d5dc7-438f-48ca-9a7e-47197811bbd8

Location: Unit 1 > Concept 2 > Lesson 4 > Educator Notes

Original Text: 20 mins

Updated Text: 40 min

Component: ***Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292041

Current Page Number(s): 52

Location: Texas Essential Knowledge and Skills

Original Text: new content

Updated Text: [Add standard]
3.11.C Identify ways to conserve natural resources through reducing, reusing, or recycling.

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

ISBN: 9781616291457

Current Page Number(s): https://app.discoveryeducation.com/learn/player/3dce6d9c-00b9-4c68-b7e6-7e80ad77c926

Location: Unit 3 > Concept 2 > Lesson 3 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: new content

Updated Text: [Add standard]
3.11.C Identify ways to conserve natural resources through reducing, reusing, or recycling.

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

ISBN: 9781616292010

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291457

Current Page Number(s): https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 21

Original Text: Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature until they become able to reproduce themselves. The cycle of life repeats itself again.

Updated Text:
Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature. The cycle of life repeats itself again.

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

ISBN: 9781616292010

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292041

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292041

Current Page Number(s): xxx

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): xxviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291457

Current Page Number(s): https://app.discoveryeducation.com/learn/player/eef41a68-42f5-4dac-b3f1-6d066dd2e62b

Location: Unit 4 > Concept 1 > Lesson 9 > Slide 8 > How Do Zoologists Help Endangered Species > Sentence 4

Original Text: They can also provide the proper conditions needed by the animal to reproduce.

Updated Text: [Delete sentence from reading passage]

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

ISBN: 9781616291457

Current Page Number(s): https://app.discoveryeducation.com/learn/player/50822264-c6e0-4fa7-a28c-ef9bb13e314a

Location: Unit 1 > Concept 1 > Lesson 4 > Lesson Planning > Slide 10

Original Text: Record the materials and their properties in the data table. Sample response:
Craft sticks: lightweight, low volume, not magnetic, floats
Chenille stems: lightweight, low volume, magnetic, floats
Rope: lightweight, low volume, not magnetic, sinks
Cardboard: lightweight, larger volume, not magnetic, floats

As students investigate, circulate around the room to be sure that students are using the tools appropriately and recording the data.

• How do we measure matter? How do we test matter? Sample response: We use tools to measure and test matter. A balance measures mass. A magnet tests magnetism.

Updated Text: Record the materials and their properties in the data table. Sample response:
Craft sticks: lightweight, low volume, not magnetic, floats
Chenille stems: lightweight, low volume, magnetic, floats
Rope: lightweight, low volume, not magnetic, sinks
Cardboard: lightweight, larger volume, not magnetic, floats

• How do we measure matter? How do we test matter? Sample response: We use tools to measure and test matter. A balance measures mass. A magnet tests magnetism.

Component: ***Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition***

ISBN: 9781616292133

Current Page Number(s): 43

Location: How Do Zoologists Help Endangered Species, 4th sentence

Original Text: They can also provide the proper conditions needed by the animal to reproduce.

Updated Text: [Delete sentence from reading passage]

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

ISBN: 9781616291457

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f0ce170e-fbdc-43b7-8261-5ab9015a6639

Location: Unit 3 > Concept 2 > Lesson 5 > Slide 10 > direction text above image

Original Text: Complete the sentence frames in the graphic organizer.

Updated Text: Complete the Bubble Map graphic organizer to record what you learn about natural resources.

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

ISBN: 9781616291457

Current Page Number(s): https://app.discoveryeducation.com/learn/player/50822264-c6e0-4fa7-a28c-ef9bb13e314a

Location: Unit 1 > Concept 1 > Lesson 4 > Lesson Planning > Preparation

Original Text: Preparation

Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces and the cardboard to be used for the base of the tower prior to the lesson.

Updated Text: Preparation
Prior to the lesson, prepare the squares of corrugated cardboard pieces to create the base for student towers. Each cardboard base should be large enough for a six-inch tall tower to be built on it. A suggested size for the base is 70 cm x 70 cm (24 in x 24 in).

Component: ***Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition***

ISBN: 9781616291921

Current Page Number(s): xvi

Location: Lesson 4: Designing Towers, Advance Prep

Original Text: Advance Prep: Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces and the cardboard to be used for the base of the tower prior to the lesson.

Updated Text:
Advance Prep: Prior to the lesson, prepare the squares of corrugated cardboard pieces to create the base for student towers. Each cardboard base should be large enough for a six-inch tall tower to be built on it. A suggested size for the base is 70 cm x 70 cm (24 in. x 24 in.).

Publisher: Accelerate Learning Inc.

Science, Grade 4

Program: *STEMscopes Science TX - Grade 4: TEKS*

Component: *STEMscopes Science TX - Grade 4*

ISBN: 9798888266854

Link to Current Content:
View Current Content

Current Page Number(s): Advantages and Disadvantages section

Location: page 7-9 highlighted text

Link to Updated Content:

View Updated Content

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

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

Component: *STEMscopes Science TX - Grade 4*

ISBN: 9798888266854

Link to Current Content:
View Current Content

Current Page Number(s): 136

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

Original Text: All energy sources have advantages and disadvantages.

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

Component: *STEMscopes Science TX - Grade 4*

ISBN: 9798888266854

Link to Current Content:
View Current Content

Current Page Number(s): 2

Location: q5

Link to Updated Content:

View Updated Content

Publisher: Discovery Education Inc

Science, Grade 4

Program: *Science Techbook for Texas by Discovery Education - Grade 4: TEKS*

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Slide 10 > Pencil box > anno text

Original Text: Ocean: tinsel,

Updated Text: Ocean: tissue paper,

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/fceb4b14-0134-4701-8b3e-1152d0341f7a

Location: Unit 1 > Concept 1 > Lesson 2 > Educator Notes > Slide 8 > Preparation

Original Text: It also needs to be large enough to hold the mixture of 1 cup of water, 0.5 cup of soil, and 0.5 up of oil.

Updated Text: It also needs to be large enough to hold the mixture of 250 mL (1 cup) of water, 118 mL (0.5 cup) of soil, and 118 mL (0.5 cup) of oil.

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

ISBN: 9781616292188

Current Page Number(s): 122

Location: Texas Essential Knowledge and Skills

Original Text: new content

Updated Text: 4.8.B Identify conductors and insulators of thermal and electrical energy.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f12d269f-4b4b-42e1-a8e0-c6388811122e

Location: Grade 4 > Unit 3 > Concept 3: Renewable and Nonrenewable Resources > Lesson 1: Why Are Renewable and Nonrenewable Resources Important? > Educator Notes > Slide 3

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Slide 10 > ASK questions, fourth bullet, anno text, last sentence

Original Text: We used tinsel to
show how precipitation returned the water to the ocean.

Updated Text: We used tissue paper to show how precipitation returned the water to the ocean.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition***

ISBN: 9781616292218

Current Page Number(s): 45

Location: Materials list

Original Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5

Updated Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5
• Sugar Shake data sheet

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/E3937317-8F18-4449-BB57-E62B854407D3

Location: Unit 2 > Concept 3 > Lesson 6 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: new content

Updated Text: 4.8.B Identify conductors and insulators of thermal and electrical energy.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): xxxi

Location: Weathering and Erosion, Lesson 1, materials list

Original Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5

Updated Text: • Paper plate
• Container with lid
• Different-colored markers, 2

• Sugar cubes, 5
• Sugar Shake data sheet

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition***

ISBN: 9781616292164

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 98

Location: Setting the Purpose > ASK questions > 2nd bullet

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

ISBN: 9781616292188

Current Page Number(s): 33

Location: Reading Strategies > During Reading

Original Text: Have students use the graphic organizer throughout the reading lesson. For each picture, prompt students to write what they see in the middle column under Event. Then, encourage students to think about how friction is causing what they see in the picture. Next, students need to write what happened when friction acted on the object(s) in the picture. For example, the event is a child moving down a slide. Friction is causing the child to move slowly as she goes down the slide. The effect is that by the time she reaches the bottom of the slide, her motion will be slower than at the top of the slide.

Updated Text: Have students use the Bubble Map graphic organizer throughout the reading lesson. In the center circle, students should write the word Friction. During reading, prompt students to stop after each section and write some details that explain friction in the outer bubbles.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 46

Location: Materials list

Original Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5

Updated Text: • Paper plate
• Container with lid
• Different-colored markers, 2

• Sugar cubes, 5
• Sugar Shake data sheet

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition***

ISBN: 9781616292164

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292188

Current Page Number(s): 34

Location: Paragraph above pencil box

Original Text: Remind students to complete the cause-and-effect graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Updated Text: Remind students to complete the Bubble Map graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/7a38143a-f2b2-463f-800d-e89e875bb7e6

Location: Unit 3 > Concept 2 > Lesson 1 > Educator Notes > Slide 7 > Materials > materials list

Original Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5

Updated Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5
• Sugar Shake data sheet

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

ISBN: 9781616292188

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/fe7c3c61-b013-4570-a5ad-75a52079354b

Location: Grade 4 > Unit 3 > Concept 3: Renewable and Nonrenewable Resources > Lesson 8: Careers and Renewable Resources > Slides 5-6

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/6a0170c8-1bc2-409d-9641-173ad86cbceb

Location: Unit 2 > Concept 1 > Lesson 7 > Educator Notes > Slides 6, 7, 9, 10, 12, 13 > During Reading

Original Text: [new content]

Updated Text: Have students use the Bubble Map graphic organizer throughout the reading lesson. In the center circle, students should write the word Friction. During reading, prompt students to stop after each section and write some details that explain friction in the outer bubbles.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/7a38143a-f2b2-463f-800d-e89e875bb7e6

Location: Unit 3 > Concept 2 > Lesson 1 > Slide 7 > Materials

Original Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5

Updated Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5
• Sugar Shake data sheet

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

ISBN: 9781616292188

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/6a0170c8-1bc2-409d-9641-173ad86cbceb

Location: Unit 2 > Concept 1 > Lesson 7 > Educator Notes > Slide 15 > first paragraph

Original Text: Remind students to complete the cause-and-effect graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Updated Text: Remind students to complete the Bubble Map graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition***

ISBN: 9781616292218

Current Page Number(s): 187

Location: Materials List

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): xvi

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition***

ISBN: 9781616292164

Current Page Number(s): xvi

Location: Materials list for Lesson 2 "All About Matter" > Advance Prep section, fourth sentence

Original Text: Since students will work with water and oil, spills are possible. Materials for cleaning up spills should be readily available for students. Remind students not to drink any of the materials in the lab.

Updated Text: Since students will work with water and oil, spills are possible. Materials for cleaning up spills should be readily available for students. Remind students not to drink any of the materials in the lab. Students may not be familiar working with a laser thermometer; therefore, it is recommended that you establish one station with one to two laser thermometers and have students rotate through that station to capture their data in Part 1 of the investigation.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): xxxiii

Location: Lesson 6: Create a Water Cycle Model, Materials list

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): xxxiv

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition***

ISBN: 9781616292218

Current Page Number(s): 118-119

Location: Careers and Renewable Resources > Paragraphs 1-3

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

ISBN: 9781616292188

Current Page Number(s): 102

Location: Materials list

Original Text: [bullet] Copper wire, 2 inches to 6 inches pieces

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

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

ISBN: 9781616292188

Current Page Number(s): xxiii

Location: Electrical Energy, Make It Light, Hands-On Activity materials

Original Text: [bullet] Copper wire, 5 cm to 15 cm
(2 in. to 6 in. pieces)

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 216

Location: Materials list

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

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

ISBN: 9781616292225

Current Page Number(s): xx

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292195

Current Page Number(s): 87

Location: Materials List

Original Text: [bullet] Copper wire, 2 inches to 6 inches pieces

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 217

Location: Making Predictions, Pencil box, anno text, sample response

Original Text: I can use clay
to represent the land and water, cotton balls or tissue to represent clouds,
and tinsel to represent the water in a model of the water cycle.

Updated Text: I can use clay to represent the land and water, cotton balls or tissue to represent clouds, and tissue paper to represent the water in a model of the water cycle.

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

ISBN: 9781616292225

Current Page Number(s): xxvi

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/73fa7768-9d6a-49b9-8fe1-a93ae2625a56

Location: Unit 2 > Concept 3 > lesson 2 > Slide 6 > Materials List

Original Text: [bullet] Copper wire, 2 inches to 6 inches pieces

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 218

Location: Investigating Models of the Water Cycle, pencil box, anno text

Original Text: Ocean: tinsel,

Updated Text: Ocean: tissue paper,

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/73fa7768-9d6a-49b9-8fe1-a93ae2625a56

Location: Unit 2 > Concept 3 > lesson 2 > Educator Notes > Slide 6 > Materials List

Original Text: [bullet] Copper wire, 2 inches to 6 inches pieces

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 219

Location: ASK questions, fourth bullet, anno text, last sentence

Original Text: We used tinsel to
show how precipitation returned the water to the ocean.

Updated Text: We used tissue paper to show how precipitation returned the water to the ocean.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 219

Location: Ask questions, second bullet, anno text, first sentence

Original Text: Sample response: I attached yellow pipe cleaners from the sun to the ocean and rivers to show the connection between the sun's heat energy and bodies of water.

Updated Text: Sample response: I attached yellow chenille stems from the sun to the ocean and rivers to show the connection between the sun's heat energy and bodies of water.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 220

Location: Part 2, pencil box, anno text

Original Text: Ocean: tinsel,

Updated Text: Ocean: tissue paper,

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c

Location: Unit 3 > Concept 5 > Lesson 6 > Slide 6 > Materials list

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition***

ISBN: 9781616292164

Current Page Number(s): xvi

Location: Materials list for Lesson 2 "All About Matter" > Advance Prep section, fourth sentence

Original Text: It also needs to be large enough to hold the mixture of 240 mL (1 cup) of water, 120 mL (0.5 cup) of soil, and 120 mL (0.5 cup) of oil.

Updated Text: It also needs to be large enough to hold the mixture of 250 mL (1 cup) of water, 118 mL (0.5 cup) of soil, and 118 mL (0.5 cup) of oil.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition***

ISBN: 9781616292201

Current Page Number(s): 219

Location: Ask questions, fourth bullet, anno text, second sentence

Original Text: We used pipe cleaners to show water evaporating from the ocean and cotton balls to show the water condensing in the air.

Updated Text: We used chenille stems to show water evaporating from the ocean and cotton balls to show the water condensing in the air.

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Slide 6 > Materials list

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: ***Science Techbook for Texas by Discovery Education: Grade 4***

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/e3937317-8f18-4449-bb57-e62b854407d3

Location: Slide 13, direction line above GO

Original Text: Complete the graphic organizer to compare two ways to solve the problem.

Updated Text: Complete the KWL Chart. Chat with a partner.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Hands-On Activity > Slide 10

Original Text: Sample response: I attached yellow pipe cleaners from the sun to the ocean and rivers to show the connection between the sun's heat energy and bodies of water.

Updated Text: Sample response: I attached yellow chenille stems from the sun to the ocean and rivers to show the connection between the sun's heat energy and bodies of water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Slide 5 > Pencil box > sample response

Original Text: I can use clay to represent the land and water, cotton balls or tissue to represent clouds, and tinsel to represent the water in a model of the water cycle.

Updated Text: I can use clay to represent the land and water, cotton balls or tissue to represent clouds, and tissue paper to represent the water in a model of the water cycle.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): 8

Location: Preparation, sentence 4

Original Text: It also needs to be large enough to hold the mixture of 240 mL (1 cup) of water, 120 mL (0.5 cup) of soil, and 120 mL (0.5 cup) of oil.

Updated Text: It also needs to be large enough to hold the mixture of 250 mL (1 cup) of water, 118 mL (0.5 cup) of soil, and 118 mL (0.5 cup) of oil.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Hands-On Activity > Slide 10

Original Text: We used pipe cleaners to show water evaporating from the ocean and cotton balls to show the water condensing in the air.

Updated Text: We used chenille stems to show water evaporating from the ocean and cotton balls to show the water condensing in the air.

Publisher: McGraw Hill

Science, Grade 4

Program: *McGraw Hill Texas Science, Grade 4 : ELPS*

Component: *McGraw Hill Texas Science, Grade 4 Student Edition*

ISBN: 9781265559618

Current Page Number(s): 251

Location: 2nd paragraph, 2nd and 3rd sentences

Original Text: Often scientists use weather information over a decade, or a period of ten years, to describe climate.

Updated Text: Often scientists use weather information spanning decades to describe climate. A decade is a period of ten years.

Publisher: Accelerate Learning Inc.

Science, Grade 5

Program: *STEMscopes Science TX - Grade 5 : TEKS*

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

ISBN: 9798888266885

Link to Current Content:
View Current Content

Current Page Number(s): 1-3

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

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266885

Link to Current Content:
View Current Content

Current Page Number(s): 2, 4

Location: pages 2 and 4

Link to Updated Content:

View Updated Content

Original Text: Strikethrough text in updated content link

Updated Text: yellow highlighted text in updated content link

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

ISBN: 9798888266885

Link to Current Content:
View Current Content

Current Page Number(s): page 2-4

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

Link to Updated Content:

View Updated Content

Original Text: **Transportation**

Humans need to find solutions for changing how we get around. Our current transportation modes account for one-half of all air pollution, one-third of greenhouse gas emissions, one-quarter of air contamination, and one-fifth of water toxicity. Reducing our use of these current transportation modes and planning to use alternative modes will reduce the amount of pollution in the air. It will also help conserve nonrenewable resources like oil used to power cars and other vehicles.

Energy usage

Humans can select more renewable energy sources (wind, solar, hydroelectric, and geothermal) to conserve our nonrenewable resources. We can also reduce our energy use and use energy-efficient appliances and materials.

Food

Humans can make an effort to choose in-season, locally grown foods. This conserves the oil and gas that is resources needed to transport produce grown in different regions of the world. far away and cuts down on the pollution caused by transporting those goods.

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

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

ISBN: 9798888266885

Link to Current Content:
View Current Content

Current Page Number(s): Activity Starter

Location: Step 4, bullet 4

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266885

Link to Current Content:
View Current Content

Current Page Number(s): page 1

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

Link to Updated Content:

View Updated Content

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

Updated Text: Ways to conserve nonrenewable resources

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 3 Student Edition***

ISBN: 9781616292300

Current Page Number(s): 47

Location: Part 2 procedure

Original Text: 1. Observe the water in each jar.

Updated Text: 1. Observe the water in each cup.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f99841d0-f2b6-46c0-8079-5d4a10f9808a

Location: Unit 4 > Concept 2 > Lesson 2 > Slide 9 > Direction line

Original Text: Record how the population is affected if you add organisms in the food web. Use the words increase or decrease to describe the effects you see.

Updated Text: Record how the population is affected if you take away organisms in the food web. Use the words increase or decrease to describe the effects you see.

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

ISBN: 9781616292263

Current Page Number(s): 5

Location: Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 12

Original Text: • Predict which amount of force and number of blocks will make the toy car travel the farthest distance.

Updated Text: • Predict which amount of force and number of rocks will make the toy car travel the farthest distance.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/65fac0bf-ea23-4290-969b-b0a4937ca1ad

Location: Unit 3 > Concept 3 > Lesson 2 > Slide 10 > Part 2 > Step 2

Original Text: 2. Place the bucket underneath the drilled hole and remove the tape from over the hole.

Updated Text: 2. Place the aluminum pan or bucket underneath the drilled hole and remove the tape from over the hole.

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 7: Solubility

Original Text: • Sand, 240 mL (1 cup)
• Salt, 240 mL (1 cup)
• Wheat flour, 240 mL (1 cup)

Updated Text: • Sand, 2 g
• Salt, 2 g
• Flour, 2 g

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): xxxi

Location: Advance Prep

Original Text: Use a dry erase marker to identify
where 1/3 is on the glass jars to help students measure the water. A sunny window will be needed for the jars.

Updated Text: Use a dry erase marker to identify
where 1/3 is on the plastic cups to help students measure the water. A sunny window will be needed for the cups.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f99841d0-f2b6-46c0-8079-5d4a10f9808a

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 7 > What You Will Do

Original Text: Explain that that the purpose of this interactive is to learn how food webs are used to model ecosystem changes. Students will read the questions before starting the exploration. They will follow the instructions to perform the

exploration. They will then record their findings as they work through the exploration. Make sure students write the words increase or decrease when describing how the change affects the population.

It may be helpful to demonstrate the exploration by first having the students read the introduction and then click the button to continue. You can show how to drag the animals into the food web, but make sure to avoid placing an animal into the correct box. Remind students to click the "Next" button to move ahead in the exploration. They can use the reset button to restart the screen.

Updated Text: Explain that that the purpose of this interactive is to learn how food webs are used to model ecosystem changes. Students will read the questions before starting the exploration. They will follow the instructions to perform Part 1 (Add Organisms) and Part 2 (Remove Organisms) of the exploration. They will then record their findings for Part 2 (Remove Organisms) in the data table. Make sure students write the words increase or decrease when describing how the removal of an organism affects the population.

It may be helpful to demonstrate the exploration by first having the students read the introduction and then click the button to continue. You can show how to select an organism, click the play button, watch the animation, and analyze the visual.

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 7 > Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 10

Original Text: • Tape a block to the car top. Repeat Step 2.
• Tape a second block to the car top. Repeat Step 2.

Updated Text: • Tape a small rock to the car top. Repeat Step 2.
• Tape a second small rock to the car top. Repeat Step 2.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/65fac0bf-ea23-4290-969b-b0a4937ca1ad

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 9 > Investigating Land Changes > first paragraph

Original Text: Students will use a stream table consisting of a box with a hole drilled at one end, sand, a 2-liter bottle to dispense the water, a paper cup with a small hole, and a bucket to collect the "used" water.

Updated Text: Students will use a stream table consisting of a box with a hole drilled at one end, sand, a 2-liter bottle to dispense the water, a paper cup with a small hole, and an aluminum pan or a bucket to collect the "used" water.

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 7: Solubility

Original Text: • Sand, 240 mL (1 cup)
• Salt, 240 mL (1 cup)
• Wheat flour, 240 mL (1 cup)

Updated Text: • Sand, 2 g
• Salt, 2 g
• Flour, 2 g

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 7: Solubility

Original Text: • Sand, 240 mL (1 cup)
• Salt, 240 mL (1 cup)
• Wheat flour, 240 mL (1 cup)

Updated Text: • Sand, 2 g
• Salt, 2 g
• Flour, 2 g

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 7 > Materials List

Original Text: • Blocks

Updated Text: • Small rocks

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): xxxi

Location: Materials List > student

Original Text: • Clear glass jars, 3
• Plastic wrap (enough to cover 3 jars)
• Rubber bands, 3
• Water, room temperature
(enough to fill 1/3 of a jar)
• Water, warm (enough to fill 1/3
of a jar)
• Water, hot (enough to fill 1/3
of a jar)
• Ice cubes (optional)

Updated Text: • Clear plastic cups, 3
• Plastic wrap (enough to cover 3 cups)

• Rubber bands, 3
• Water, room temperature
(enough to fill 1/3 of a cup)
• Water, warm (enough to fill 1/3
of a cup)
• Water, hot (enough to fill 1/3
of a cup)
• Ice cubes (optional)

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition***

ISBN: 9781616292331

Current Page Number(s): 64

Location: Texas Essential Knowledge and Skills

Original Text: New content

Updated Text: 5.12.B Predict how changes in the ecosystem affect the cycling of matter and flow of energy in a food web.

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 7 > Teacher Note > Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 10

Original Text: Review students' responses to see if they tested the car with no block, the car with one block, and the car with two blocks, and if the measurements of distance increased from the car with two blocks to the car with one block, and from the car with one block to the car with no block.

Updated Text: Review students' responses to see if they tested the car with no rock, the car with one rock, and the car with two rocks, and if the measurements of distance increased from the car with two rocks to the car with one rock, and from the car with one rock to the car with no rock.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/65fac0bf-ea23-4290-969b-b0a4937ca1ad

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 10 > Part 2 > 2nd bullet

Original Text: • Students should place the bucket underneath the drilled "underbed" box or stream table hole and remove the tape from over the hole.

Updated Text: • Students should place the aluminum pan or bucket underneath the drilled “underbed” box or stream table hole and remove the tape from over the hole.

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 10 > Teacher Note > Materials List > Part 7: Solubility

Original Text: • Sand, 240 mL (1 cup)
• Salt, 240 mL (1 cup)
• Wheat flour, 240 mL (1 cup)

Updated Text: • Sand, 2 g
• Salt, 2 g
• Flour, 2 g

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/9807b03d-f152-4f91-b2f3-f2d5b7e56371

Location: Grade 5 > Unit 3 > Concept 4: Rocks and Fossil Fuels > Lesson 9: Oil Drillers and ROVs (Career) > Slides 6-8

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition***

ISBN: 9781616292287

Current Page Number(s): 53

Location: Materials List

Original Text: • Blocks

Updated Text: • Small rocks

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): xxxi

Location: Materials List > teacher

Original Text: • Clear glass jar
• Plastic wrap
• Rubber band
• Warm water (enough to fill
1/3 of the jar)
• Dry erase marker

Updated Text: • Clear plastic cup
• Plastic wrap
• Rubber band
• Warm water (enough to fill
1/3 of the cup)
• Dry erase marker

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

ISBN: 9781616292256

Current Page Number(s): 122

Location: Texas Essential Knowledge and Skills

Original Text: New content

Updated Text: 5.6.C Compare the properties of substances before and after they are combined into a solution and demonstrate that matter is conserved in solutions.

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 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 102

Location: Materials

Original Text: • Battery, any size
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Updated Text: • Battery, any size
• Wire cutters
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition***

ISBN: 9781616292300

Current Page Number(s): 107

Location: Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 900 milliliters (4 cups)
• Gravel, about 700 milliliters (3 cups)
• Leaves
• Aluminum pan
• Bucket
• Cup, about 200 milliliters (6 oz), hole poked in bottom
• Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 240 milliliters (1 cup)
• Gravel, about 240 milliliters (1 cup)
• Leaves
• Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
• Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
• Cup, about 200 milliliters (6 oz), hole
poked in bottom
• Empty 2-liter bottle (about 8 cups)

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/e0205bad-b896-481e-86df-99ea79502234

Location: Unit 2 > Concept 3 > Lesson 2 > Educator Notes > Slide 8 > Materials List

Original Text: • Battery, any size
• One length insulated copper wire,
about 15 cm (6 in.), stripped bare
on each end

Updated Text: • Battery, any size
• Wire cutters
• One length insulated copper wire,
about 15 cm (6 in.), stripped bare
on each end

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 136

Location: Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 900 milliliters (4 cups)
• Gravel, about 700 milliliters (3 cups)
• Leaves
• Aluminum pan
• Bucket
• Cup, about 200 milliliters (6 oz), hole
poked in bottom
• Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 240 milliliters (1 cup)
• Gravel, about 240 milliliters (1 cup)
• Leaves
• Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
• Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
• Cup, about 200 milliliters (6 oz), hole
poked in bottom
• Empty 2-liter bottle (about 8 cups)

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 10 > Materials List > Part 7: Solubility

Original Text: • Sand, 240 mL (1 cup)
• Salt, 240 mL (1 cup)
• Wheat flower, 240 mL (1 cup)

Updated Text: • Sand, 2 g
• Salt, 2 g
• Flour, 2 g

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition***

ISBN: 9781616292287

Current Page Number(s): 54

Location: Investigating Force and Mass Part 1, Steps 3 and 4

Original Text: 3. Tape a block to the car top. Repeat Step 2.
4. Tape a second block to the car top. Repeat Step 2.

Updated Text: 3. Tape a small rock to the car top. Repeat Step 2.
4. Tape a second small rock to the car top. Repeat Step 2.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 54

Location: Materials List > student

Original Text: • Clear glass jars, 3
• Plastic wrap (enough to cover 3 jars)
• Rubber bands, 3
• Water, room temperature
(enough to fill 1/3 of a jar)
• Water, warm (enough to fill 1/3
of a jar)
• Water, hot (enough to fill 1/3
of a jar)
• Ice cubes (optional)

Updated Text: • Clear plastic cups, 3
• Plastic wrap (enough to cover 3 cups)
• Rubber bands, 3
• Water, room temperature
(enough to fill 1/3 of a cup)
• Water, warm (enough to fill 1/3
of a cup)
• Water, hot (enough to fill 1/3
of a cup)
• Ice cubes (optional)

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/93403BD6-A8EB-4511-8D9A-FF1B891F3C91

Location: Unit 1 > Concept 3 > Lesson 4 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: New content

Updated Text: 5.6.C Compare the properties of substances before and after they are combined into a solution and demonstrate that matter is conserved in solutions.

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 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/e0205bad-b896-481e-86df-99ea79502234

Location: Unit 2 > Concept 3 > Lesson 2 > Educator Notes > Slide 8 > Preparation

Original Text: Prepare all materials for each group prior to the lesson.

Updated Text: Prepare all materials for each group prior to the lesson. Use the wire cutters to strip the wire at each end.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 137

Location: Preparation > 2nd bullet on page

Original Text: • Place the bucket underneath the drainage hole you cut in the aluminum pan and remove the tape from the hole.

Updated Text: • Place the smaller aluminum pan or a bucket underneath the drainage hole you cut in the aluminum pan and remove the tape from the hole.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/cc90e492-52dc-4077-bae7-38a78c1399fa

Location: Unit 1 > Concept 2 > Lesson 4 > Slide 7 > Materials List

Original Text: • Pom-poms, 24
• Glue
• Large Transparent cups, 3
• Blank stickers
• Marker

• Sandwich bags, 16
• Towel

Updated Text: • Pom-poms, 24
• Glue
• Large Transparent cups, 3
• Blank stickers
• Marker

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition***

ISBN: 9781616292287

Current Page Number(s): 54

Location: Table

Original Text: No block
1 block
2 blocks

Updated Text: No rock
1 rock
2 rocks

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 54

Location: Materials List > teacher

Original Text: • Clear glass jar
• Plastic wrap
• Rubber band
• Warm water (enough to fill
1/3 of the jar)
• Dry erase marker

Updated Text: • Clear plastic cup
• Plastic wrap
• Rubber band
• Warm water (enough to fill
1/3 of the cup)
• Dry erase marker

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

ISBN: 9781616292256

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292256

Current Page Number(s): 10

Location: Preparation > Seventh paragraph

Original Text: Provide a bucket that can hold the wastewater.

Updated Text: Provide an aluminum pan that can hold the wastewater.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): xxviii

Location: Advance prep

Original Text: Prepare all materials for each group prior to the lesson.

Updated Text: Prepare all materials for each group prior to the lesson. Use the wire cutters to strip the wire at each end.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 139

Location: Part 1 > 5th bullet

Original Text: • Empty the bucket in the appropriate manner.

Updated Text: • Empty the smaller aluminum pan or bucket in the appropriate manner.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Slide 7 > Materials List

Original Text: • Blocks

Updated Text: • Small rocks

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition***

ISBN: 9781616292300

Current Page Number(s): 136-138

Location: Reading passage

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): xxvii

Location: Lesson 5: Force and Mass > Advance Prep

Original Text: Blocks should weigh enough to create a difference in the mass of the car. As a substitute for blocks, use any weighted object such as small rocks.

Updated Text: Rocks should weigh enough to create a difference in the mass of the car. As a substitute for rocks, use any weighted object, such as small blocks or washers.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 55

Location: Safety

Original Text: • Be careful using glass objects, such as jars.
• Be careful handling warm and hot water.
• Do not put plastic wrap on your face.
• Do not eat or drink anything in the lab.

Updated Text:
• Be careful handling warm and hot water.
• Do not put plastic wrap on your face.
• Do not eat or drink anything in the lab.

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

ISBN: 9781616292256

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

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 10 > Materials List > Part 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): xxviii

Location: Materials

Original Text: • Battery, any size
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Updated Text: • Battery, any size
• Wire cutters
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): xxxiv

Location: Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 900 milliliters (4 cups)
• Gravel, about 700 milliliters (3 cups)
• Leaves
• Aluminum pan
• Bucket
• Cup, about 200 milliliters (6 oz), hole poked in bottom
• Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 240 milliliters (1 cup)
• Gravel, about 240 milliliters (1 cup)
• Leaves
• Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
• Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
• Cup, about 200 milliliters (6 oz), hole poked in bottom
• Empty 2-liter bottle (about 8 cups)

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): xxvii

Location: Materials

Original Text: • Blocks

Updated Text: • Small rocks

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 55

Location: Setting the Purpose

Original Text: Point out that most of Earth's surface is covered in ocean water, and most of the water on Earth is in the oceans. Fill the glass jar about a third full of warm water, and then cover the top with plastic wrap. (Secure the plastic wrap in place with a rubber band.) Explain that the warm water represents ocean water. The plastic wrap represents the atmosphere. Put the glass in the sunlight. Condensation should appear on the inside of the glass or on the underside of the plastic wrap.

Provide students with the opportunity to discuss their observations and ideas about what is happening in the jar. Encourage students to think by asking them to
describe what they see and explain what they think causes the condensation inside of the glass. Then, ask: If the water in this model represents the ocean, what heats
the atmosphere and the water? Explain that this system of a glass, cover, and some water makes a simple model of the water cycle because it shows the interaction of
the sun and the ocean.

Updated Text: Point out that most of Earth's surface is covered in ocean water, and most of the water on Earth is in the oceans. Fill the plastic cup about a third full of warm water, and then cover the top with plastic wrap. (Secure the plastic wrap in place with a rubber band.) Explain that the warm water represents ocean water. The plastic wrap represents the atmosphere. Put the cup in the sunlight. Condensation should appear on the inside of the cup or on the underside of the plastic wrap.

Provide students with the opportunity to discuss their observations and ideas about what is happening in the cup. Encourage students to think by asking them to
describe what they see and explain what they think causes the condensation inside of the cup. Then, ask: If the water in this model represents the ocean, what heats
the atmosphere and the water? Explain that this system of a cup, cover, and some water makes a simple model of the water cycle because it shows the interaction of
the sun and the ocean.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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 10 > Teacher Note > Materials List > Part 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 102

Location: Preparation

Original Text: Prepare all materials for each group prior to the lesson.

Updated Text: Prepare all materials for each group prior to the lesson. Use the wire cutters to strip the wire at each end.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/80a8f216-f3cd-4144-8345-b4333200202e

Location: Unit 3 > Concept 4 > L2 > Slide 8 > Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 900 milliliters (4 cups)
• Gravel, about 700 milliliters (3 cups)
• Leaves
• Aluminum pan
• Bucket
• Cup, about 200 milliliters (6 oz), hole
poked in bottom
• Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 240 milliliters (1 cup)
• Gravel, about 240 milliliters (1 cup)
• Leaves
• Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
• Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
• Cup, about 200 milliliters (6 oz), hole
poked in bottom
• Empty 2-liter bottle (about 8 cups)

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/9807b03d-f152-4f91-b2f3-f2d5b7e56371

Location: Grade 5 > Concept 4: Rocks and Fossil Fuels > Lesson 9 > Oil Drillers and ROVs > Slide 9

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 64

Location: Materials List

Original Text: • Blocks

Updated Text: • Small rocks

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 56

Location: ASK question

Original Text: What evidence might you observe in the jar that would indicate how the temperature is affecting the water?

Updated Text: What evidence might you observe in the cup that would indicate how the temperature is affecting the water?

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): xxx

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 64

Location: Preparation

Original Text: Blocks should weigh enough to create a difference in the mass of the car. As a substitute for blocks, use any weighted object such as small rocks.

Updated Text: Rocks should weigh enough to create a difference in the mass of the car. As a substitute for rocks, use any weighted object, such as small blocks or washers.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 56

Location: Investigating Water Cycle Interactions > first paragraph

Original Text: Explain that you will be handling and moving the jars of hot water for each group.

Updated Text: Explain that you will be handling and moving the cups of hot water for each group.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): xvi

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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 10 > Teacher Note > Preparation > Second paragraph

Original Text: Provide a bucket that can hold the wastewater.

Updated Text: Provide an aluminum pan that can hold the wastewater.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/eda19cd0-0229-4562-892c-162a84590940

Location: Unit 2 > Concept 2 > Lesson 2 > Slide 18 > Turn and Talk

Original Text: • Does the weight of the marshmallows affect how far they travel? Explain.

Updated Text: • Will the mass of the object affect how far it will travel if the same force is applied? Explain.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/80a8f216-f3cd-4144-8345-b4333200202e

Location: Unit 3 > Concept 4 > L2 > Educator Notes> Slide 8 > Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 900 milliliters (4 cups)
• Gravel, about 700 milliliters (3 cups)
• Leaves
• Aluminum pan
• Bucket
• Cup, about 200 milliliters (6 oz), hole
poked in bottom
• Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)
• Potting soil, about 240 milliliters (1 cup)
• Gravel, about 240 milliliters (1 cup)
• Leaves
• Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
• Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
• Cup, about 200 milliliters (6 oz), hole

poked in bottom
• Empty 2-liter bottle (about 8 cups)

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/9807b03d-f152-4f91-b2f3-f2d5b7e56371

Location: Grade 5 > Concept: Rocks and Fossil Fuels > Oil Drillers and ROVs

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 66

Location: Investigating Force and Mass Part 1, bullets 3 and 4

Original Text: • Tape a block to the car top. Repeat Step 2.
• Tape a second block to the car top. Repeat Step 2.

Updated Text: • Tape a small rock to the car top. Repeat Step 2.
• Tape a second small rock to the car top. Repeat Step 2.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 57

Location: Part 1 procedure

Original Text: • Fill one jar 1/3 full of room
temperature water and another jar
1/3 full of warm water. The teacher
will fill the last jar 1/3 full of hot water.
• Use a rubber band to secure the
plastic wrap over each jar, so no water vapor can escape. Place the jars in the sunlight. Cover the jar of hot water for each group and place it in the sunlight with the other jars.

Updated Text: • Fill one cup 1/3 full of room
temperature water and another cup
1/3 full of warm water. The teacher
will fill the last cup 1/3 full of hot water.
• Use a rubber band to secure the
plastic wrap over each cup, so no water vapor can escape. Place the cups in the sunlight. Cover the cup of hot water for each group and place it in the sunlight with the other cups.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): xxxvi

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292256

Current Page Number(s): 18

Location: Part 7: Solubility, first paragraph, last sentence

Original Text: Use steps 1 to 6 to measure the solubility of sand, salt, and wheat flour.

Updated Text: Use steps 1 to 6 to measure the solubility of sand, salt, and flour.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/eda19cd0-0229-4562-892c-162a84590940

Location: Unit 2 > Concept 2 > Lesson 2 > Educator Notes > Slide 18 > Turn and Talk

Original Text: • Does the weight of the marshmallows affect how far they travel? Explain.

Updated Text: • Will the mass of the object affect how far it will travel if the same force is applied? Explain. Student responses will vary. Sample response: The small object has less mass, so it might travel farther than the larger object that has more mass, but only if the same amount of force is applied.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/80a8f216-f3cd-4144-8345-b4333200202e

Location: Unit 3 > Concept 4 > L2 > Educator Notes> Slide 8 > Preparation

Original Text: • Place the bucket underneath the drainage hole you cut in the aluminum pan and remove the tape from the hole.

Updated Text: • Place the smaller aluminum pan or a bucket underneath the drainage hole you cut in the aluminum pan and remove the tape from the hole.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 169

Location: After Reading > ASK questions > 2nd bullet

Original Text: • Why do people drill for oil even though it can be dangerous? Sample response: We use oil for a lot of things, including energy.

Updated Text: • Why do people drill for oil? Sample response: We use oil for a lot of things, including electricity and fueling cars.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 66

Location: Paragraph below blue box

Original Text: Review students' responses to see if they tested the car with no block, the car with one block, and the car with two blocks, and if the measurements of distance increased from the car with two blocks to the car with one block, and from the car with one block to the car with no block.

Updated Text: Review students' responses to see if they tested the car with no rock, the car with one rock, and the car with two rocks, and if the measurements of distance increased from the car with two rocks to the car with one rock, and from the car with one rock to the car with no rock.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 57

Location: Part 2 procedure

Original Text: Have students observe what happens to the water in the jars.

Updated Text: Have students observe what happens to the water in the cups.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition***

ISBN: 9781616292331

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292256

Current Page Number(s): 18

Location: Pencil box, last item

Original Text: Wheat flour: not soluble

Updated Text: Flour: not soluble

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition***

ISBN: 9781616292287

Current Page Number(s): 44

Location: Turn and Talk

Original Text: • Does the weight of the marshmallows affect how far they travel? Explain.

Updated Text: • Will the mass of the object affect how far it will travel if the same force is applied? Explain.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Student Edition***

ISBN: 9781616292348

Current Page Number(s): 41

Location: What You Will Do

Original Text: Use the images to build a food web.

Updated Text: Add and remove organisms to observe how the ecosystem changes.

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

ISBN: 9781616292263

Current Page Number(s): 51

Location: Materials List

Original Text: • Sealable bags

Updated Text: • Sealable bags, snack or sandwich sized, at least 2

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 7 > Preparation

Original Text: Blocks should weigh enough to create a difference in the mass of the car. As a substitute for blocks, use any weighted object such as small rocks.

Updated Text: Rocks should weigh enough to create a difference in the mass of the car. As a substitute for rocks, use any weighted object, such as small blocks or washers.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/d9d036cb-0ac2-4798-81b3-fe4897c7f92c

Location: Unit 3 > Concept 2 > Lesson 3

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292263

Current Page Number(s): 14

Location: GO table > First column > Row 4

Original Text: Wheat flour

Updated Text: Flour

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 53

Location: Turn and Talk > 2nd bullet question and anno

Original Text: • Does the weight of the marshmallows affect how far they travel? Explain.

Updated Text: • Will the mass of the object affect how far it will travel if the same force is applied? Explain. Student responses will vary. Sample response: The small object has less mass, so it might travel farther than the larger object that has more mass, but only if the same amount of force is applied.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Student Edition***

ISBN: 9781616292348

Current Page Number(s): 41

Location: GO

Original Text: Plants

Updated Text: Grass

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: • Sealable bags

Updated Text: • Sealable bags, snack or sandwich sized, at least 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: • Sealable bags

Updated Text: • Sealable bags, snack or sandwich sized, at least 2

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Slide 10

Original Text: 3. Tape a block to the car top. Repeat Step 2.
4. Tape a second block to the car top. Repeat Step 2.

Updated Text: 3. Tape a small rock to the car top. Repeat Step 2.
4. Tape a second small rock to the car top. Repeat Step 2.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition***

ISBN: 9781616292300

Current Page Number(s): 76

Location: Part 2 procedure

Original Text: 2. Place the bucket underneath the
drilled hole and remove the tape
from over the hole.

Updated Text: 2. Place the aluminum pan or bucket underneath the drilled hole and remove the tape from over the hole.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition***

ISBN: 9781616292287

Current Page Number(s): 42

Location: Investigating Effects of Forces, Part 1, Step 1

Original Text: Investigating Effects of Forces

Part 1

1. Work with a group to design a catapult to launch a marshmallow the farthest distance. Your catapult must apply force to the marshmallow and make it move.

Updated Text: Investigating Effects of Forces

Part 1

1. Work with a group to design a catapult to launch a ping pong ball the farthest distance. Your catapult must apply force to the ping pong ball and make it move.

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 22 > Teacher note > First paragraph

Original Text: Use steps 1 to 6 to measure the solubility of sand, salt, and wheat flour.

Updated Text: Use steps 1 to 6 to measure the solubility of sand, salt, and flour.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition***

ISBN: 9781616292300

Current Page Number(s): 45

Location: Materials List

Original Text: • Clear glass jars, 3
• Plastic wrap (enough to cover 3 jars)
• Rubber bands, 3
• Water, room temperature
(enough to fill 1/3 of a jar)
• Water, warm (enough to fill 1/3
of a jar)
• Water, hot (enough to fill 1/3
of a jar)
• Ice cubes (optional)

Updated Text: • Clear plastic cups, 3
• Plastic wrap (enough to cover 3 cups)
• Rubber bands, 3
• Water, room temperature
(enough to fill 1/3 of a cup)
• Water, warm (enough to fill 1/3
of a cup)
• Water, hot (enough to fill 1/3
of a cup)
• Ice cubes (optional)

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition***

ISBN: 9781616292331

Current Page Number(s): 51

Location: What You Will Do

Original Text: Explain that that the purpose of this interactive is to learn how food webs are used to model ecosystem changes. Students will read the questions before starting the exploration. They will follow the instructions to perform the exploration. They will then record their findings as they work through the exploration. Make sure students write the words increase or decrease when describing how the change affects the population.

It may be helpful to demonstrate the exploration by first having the students read the introduction and then click the button to continue. You can show how to drag the animals into the food web, but make sure to avoid placing an animal into the
correct box. Remind students to click the “Next” button to move ahead in the exploration. They can use the reset button to restart the screen.

Updated Text: Explain that that the purpose of this interactive is to learn how food webs are used to model ecosystem changes. Students will read the questions before starting the exploration. They will follow the instructions to perform Part 1 (Add Organisms) and Part 2 (Remove Organisms) of the exploration. They will then record their findings for Part 2 (Remove Organisms)in the data table. Make sure students write the words increase or decrease when describing how the removal of an organism affects the population.

It may be helpful to demonstrate the exploration by first having the students read the introduction and then click the button to continue. You can show how to select an organism, click the play button, watch the animation, and analyze the visual.

Explain to students that the investigation will involve recording data using a table. We can record data collected over time in tables or in line graphs. We cannot use bar graphs to represent data over time. Bar graphs are used to represent data in categories.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition***

ISBN: 9781616292300

Current Page Number(s): 45

Location: Safety

Original Text: • Be careful using glass objects, such as jars.
• Be careful handling warm and hot water.
• Do not put plastic wrap on your face.
• Do not eat or drink anything in the lab.

Updated Text:
• Be careful handling warm and hot water.
• Do not put plastic wrap on your face.
• Do not eat or drink anything in the lab.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition***

ISBN: 9781616292331

Current Page Number(s): 51

Location: Pencil box

Original Text: Take away Plants: mice, snakes, eagles decrease
Take away Mice: plants increase; snakes, eagles decrease
Take away Snakes: plants, mice increase; eagles decrease
Take away Hawks: plants, mice, snakes increase

Updated Text: Take away Plants: mice, snakes, eagles decrease
Take away Mice: grass increases; snakes, eagles decrease
Take away Snakes: grass increases; mice increase; eagles decrease
Take away Eagles: grass, mice, snakes increase

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

ISBN: 9781616292256

Current Page Number(s): xx

Location: Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Slide 10 > Table

Original Text: No block
1 block
2 blocks

Updated Text: No rock
1 rock
2 rocks

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 90

Location: Investigating Land Changes > first paragraph

Original Text: Students will use a stream table consisting of a box with a hole drilled at one end, sand, a 2-liter bottle to dispense the water, a paper cup with a small hole, and a bucket to collect the "used" water.

Updated Text: Students will use a stream table consisting of a box with a hole drilled at one end, sand, a 2-liter bottle to dispense the water, a paper cup with a small hole, and an aluminum pan or a bucket to collect the "used" water.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 51

Location: Investigating Effects of Forces, Part 1, first bullet

Original Text: • Work with a group to design a catapult to launch a marshmallow the farthest distance. Your catapult must apply force to the marshmallow and make it move.

Updated Text: • Work with a group to design a catapult to launch a ping pong ball the farthest distance. Your catapult must apply force to the ping pong ball and make it move.

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 22 > Teacher Note > Pencil box

Original Text: Wheat flour: not soluble

Updated Text: Flour: not soluble

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition***

ISBN: 9781616292300

Current Page Number(s): 46

Location: Part 1 procedure

Original Text: 1. Fill one jar 1/3 full of room
temperature water and another jar
1/3 full of warm water. Your teacher
will fill the last jar 1/3 full of hot water.
2. Use a rubber band to secure the

plastic wrap over each jar and
place them in the sunlight. Your
teacher will place the hot water in
the sunlight.

Updated Text: 1. Fill one cup 1/3 full of room
temperature water and another cup
1/3 full of warm water. Your teacher
will fill the last cup 1/3 full of hot water.
2. Use a rubber band to secure the
plastic wrap over each cup and
place them in the sunlight. Your
teacher will place the hot water in
the sunlight.

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f99841d0-f2b6-46c0-8079-5d4a10f9808a

Location: Unit 4 > Concept 2 > Lesson 2 > Slide 7

Original Text: Use the images to build a food web.
Predict how changes to the food web will impact the consumers on the food web.

Updated Text: Add and remove organisms to observe how the ecosystem changes?
Predict how changes to the food web will impact the consumers on the food web.

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

ISBN: 9781616292256

Current Page Number(s): 8

Location: Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

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

ISBN: 9781616291471

Current Page Number(s): https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589

Location: Unit 2 > Concept 2 > Lesson 5 > Slide 12

Original Text: 3. Predict which amount of force and number of blocks will make the toy car travel the farthest distance.

Updated Text: 3. Predict which amount of force and number of rocks will make the toy car travel the farthest distance.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition***

ISBN: 9781616292294

Current Page Number(s): 91

Location: Part 2 > 2nd bullet

Original Text: • Students should place the bucket underneath the drilled “underbed” box or stream table hole and remove the tape from over the hole.

Updated Text: • Students should place the aluminum pan or bucket underneath the drilled “underbed” box or stream table hole and remove the tape from over the hole.

Component: ***Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition***

ISBN: 9781616292270

Current Page Number(s): 53

Location: Turn and Talk, below existing bulleted questions

Original Text: • How well did your solution meet the problem? Student responses will vary. Sample response: Our solution worked well. To launch a marshmallow the farthest distance, we used a large force and a small marshmallow. • How would you improve your design if you had to do it again? Student responses will vary. Sample response: We would use a cup instead of a bowl and a more flexible spoon.

Updated Text: • How well did your solution meet the problem? Student responses will vary. Sample response: Our solution worked well. To launch a ping pong ball the farthest distance, we used a large force and a small pom pom. • How would you improve your design if you had to do it again? Student responses will vary. Sample response: We would use a cup instead of a bowl and a more flexible spoon.

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 22 > GO table > First column > Row 4

Original Text: Wheat flour

Updated Text: Flour

Publisher: Savvas Learning

Science, Grade 5

Program: *Texas Experience Science Grade 5 (Print with digital): TEKS*

Component: ***Grade 5 Student Activity Companion Volume 2***

ISBN: 9781428513860

Current Page Number(s): 58

Location: Topic 5 Experience 1 Read About It: Water Cycle and Weather, third paragraph

Updated Text: Scientists measure and record air and water temperatures around the world using a variety of methods. Scientists have found that Earth's temperature has increased and decreased throughout geologic history.

Component: ***Grade 5 Student Activity Companion Volume 2***

ISBN: 9781428513860

Current Page Number(s): 98

Location: Topic 5 Experience 1 Read About It: Natural Resources, third paragraph

Original Text: Mining and drilling for fossil fuels provides jobs, but it also impacts the environment. Some types of mining remove layers of soil and rock, which can increase erosion and harm habitats. Mining and drilling may pollute nearby water sources. Burning fossil fuels releases carbon dioxide, which impacts the environment.

Updated Text: Mining and drilling for fossil fuels provides jobs and a reliable source of energy, but it also impacts the environment. Some types of mining remove layers of soil and rock, which can increase erosion and harm habitats. Mining and drilling may pollute nearby water sources. Burning fossil fuels releases carbon dioxide, which may impact the environment.

Publisher: Accelerate Learning Inc.

Science, Grade 6

Program: *STEMscopes Science TX - Grade 6 : TEKS*

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

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

Location: Resource Management

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Remove the word "reliable" and rephrase the correct answer in Q2.
Reducing global energy poverty would mean ensuring that cities across the globe have access to energy.
d. Research and utilize sustainable and affordable modern energy sources that are best suited for the region.

Rewrite question and answer choices for Q5.
5. Which of the following is a way to conserve resources?
A. Keep the water running in the backyard to water plants.
B. Plant trees to prevent the erosion of soil in your local area.
C. Use only solar panels to provide energy for your home.
D. Cut down trees to make room for large neighborhoods.

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Resource Management

Link to Updated Content:

View Updated Content

Original Text: New Content

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

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

Location: Resource Management

Link to Updated Content:

View Updated Content

Original Text: New word choice

Updated Text: Rephrase step 2 in procedure.
2. Brainstorm and research with your group ways to manage the resources impacted in your scenario (air, water, soil, or energy) through the following:
a. Conservation
b. Increased efficiency
c. Technology

Add the word "global" to the expected results in the data table.
Conservation, efficiency, and technology ensure that the resource isn’t wasted, which regulates the price and lowers malnutrition and global energy poverty.

Add the words "outcome" and "situation" to Q/A 1.
1. What caused the resource outcome in your scenario?
The overuse, waste, and/or lack of efficiency of the resource caused a situation in which the price increased and/or the availability decreased.

Add "used responsibly" and "supply to meet the demand" to Q/A 3.
3. How can residents ensure that the resource will be used responsibly?
Making sure that we don’t waste resources (like not leaving lights on, not running water while we brush our teeth, etc.) ensures that there is enough supply to meet the demand.

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Resource Management

Link to Updated Content:

View Updated Content

Original Text: New word choice

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

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

Current Page Number(s): Q2

Location: Resource Management

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Change Part II from a pyrmaid to a table
Energy-efficiency:
-Improved insulation
-Low-flow water fixtures
-Energy-efficient appliances
Renewable resource use
-wind
- solar
-geothermal
Energy conservation
-Turn off lights
-Unplug appliances
-Take shorter showers
-Turn down the thermostat

Add the word "global" to Part III Q2
2. Describe one way to decrease malnutrition and global energy poverty by managing resources.

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Metals, Nonmetals, and Metalloids

Link to Updated Content:

View Updated Content

Original Text: Correction

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

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

ISBN: 9798888266892

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: Periodic Table of Elements section

Link to Updated Content:

View Updated Content

Original Text: images were next to each other

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

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Engineering process image

Link to Updated Content:

View Updated Content

Original Text: NA

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

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Resource Management

Link to Updated Content:

View Updated Content

Original Text: New Content

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Resource Management

Link to Updated Content:

View Updated Content

Original Text: New content

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

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Air Conservation sectionEnergy Resource Conservation section

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Replace image
Changed nuclear power plant cooling tower image with image of smog in a city

Rephrase Air Conservation Information
Air is a valuable natural resource and maintaining the resource is important to keep in mind as we think about the future. Decisions we make everyday can help maintain this resource. The more packaging an item has, the greater the impact it has on our resources.

Rephrase Resource Conservation Information
Think about other resources worth conserving, such as water and soil. Turning off the faucet when you brush your teeth and planting trees to prevent erosion are other ways to help.

Add Global Energy Poverty Information
Global Energy Poverty
In some areas there is a lack of access to modern reliable energy services. Having access to adequate and affordable sources of energy is not the same across the globe and that is referred to as global energy poverty. Being able to have access to energy is fundamental to improving quality of life and imperative for economic development. Managing resources is one step to help provide for the needs of communities that lack access to reliable energy services.

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

ISBN: 9798888266908

Link to Current Content:
View Current Content

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

Location: Resource Management

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Rephrased answer choices for a and d for Q1; updated Digital Student Feedback for B, C, and D for Q1.
1a. Access to sustainable and affordable energy resources
1d. Access to modern healthcare and education
Digital Student Feedback
B Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty.
C Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty.
D Incorrect. As we are increasing access to electricity, use of energy that is sustainable and affordable will be needed to lessen global energy poverty.

Rephrased the answers, corrected the answer choice, and updated student digital feedback for Q6:
6. Which of the following can be done to help decrease malnutrition in children around the world?
1. Provide apps to educate about proper nutrition on devices that do not require
2. Increase investments in early childhood education
3. Increase access to electricity so families have access to modern healthcare.
4. Encourage international cooperation to address energy usage

Correct answer: 1, 3
Digital Student Feedback: Incorrect. To combat malnutrition on a global scale, it's important to focus on healthcare programs that target pregnant women and child nutrition, as well as sustainable agriculture and food security initiatives to ensure adequate and nutritious food supplies.

Update graph description for Q9.: The graph provided shows the changes in air quality in Beijing, China during 2019 and 2020. Air quality is considered unhealthy anytime it reaches 100 PM2.5. During March 2020 at the height of the COVID-19 pandemic, less people were traveling and the air quality improved.

Updated answer choices for 9 Part A:
a. Air quality has steadily been getting worse since 2019.
b. There was little change in the air quality from November to December 2019, but after March 2020, it got worse.
c. Air quality improved from February to March in 2020 and stayed at a healthy level.
d. Air quality has gotten better since August of 2019.

Updated question and answer choices for 9 Part B:
Which statement best describes how conservation can help reduce air pollution based on the answer to Part A?
A. The amount of travel has no impact on air pollution levels.
B. Having more travel daily may cause air pollution to decrease.
C. Staying home and using more water causes air pollution to decrease.
D. Having less travel daily may cause air pollution to decrease.

Updated Digital Student Feedback for 9 Part B:

A Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality.
B Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality.
C Incorrect. Less travel releases fewer air pollutants int the air resulting in healthy air quality.

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 Unit 4 Teacher Edition***

ISBN: 9781616292447

Current Page Number(s): xxvi

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition***

ISBN: 9781616292430

Current Page Number(s): 120

Location: Investigating Energy Resources, first paragraph

Original Text: When we turn on the light switch, the whole room instantly brightens. Modern technology makes this process seem like magic. However, this convenience often comes at a cost. We are rarely aware of where our energy comes from and how much of it we use. Nonrenewable fossil fuels provide most of our energy for electricity and transportation. Burning fossil fuels also uses tons of water to cool power plants, releases pollutants into the air, and generates combustion waste that ends up in landfills. Before we can manage our natural resources, we can start by studying what consumes the most energy around us and how much energy we actually use.

Updated Text: When we turn on the light switch, the whole room instantly brightens. Modern technology makes this process seem like magic. However, this convenience often comes at a cost. We are rarely aware of where our energy comes from and how much of it we use. Nonrenewable fossil fuels provide most of our energy for electricity and transportation. Before we can manage our natural resources, we can start by studying what consumes the most energy around us and how much energy we actually use.

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition***

ISBN: 9781616292430

Current Page Number(s): 96-100

Location: Entire lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition***

ISBN: 9781616292423

Current Page Number(s): 93

Location: ELPS chart, beginning row

Original Text: Preview vocabulary from the text, including sustainable, pollution, fertilizer, and pesticides. Review text features with students, including the subheads and titles. Read the text with students, stopping frequently to check for understanding and to have them highlight important information. Provide sentence frames to help students describe these topics. Natural resources are things people ___. Examples of resources are ___, ___, and ___. A resource is renewable when it can be ___.

Updated Text: Preview vocabulary from the text, including pollution, fertilizer, and pesticides. Review text features with students, including the subheads and titles. Read the text with students, stopping frequently to check for understanding and to have them highlight important information. Provide sentence frames to help students describe these topics. Natural resources are things people ___. Examples of resources are ___, ___, and ___. A resource is renewable when it can be ___.

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

ISBN: 9781616292409

Current Page Number(s): 122

Location: Energy and Catapults, last sentence

Original Text: The farther back we pull the catapult arm back, the more potential energy there is to transfer to the marshmallow and transform into kinetic energy.

Updated Text: The farther back we pull the catapult arm, the more potential energy there is to transfer to the object and transform into kinetic energy.

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f9101060-f8d9-48fe-8332-2adb4368f63a

Location: Unit 2 > Concept 1 > Lesson 1 > Science Themes

Original Text: Understanding why the cube and feather landed at different times in the air but at the same time in the vacuum will require thinking about the cause-and-effect relationships between forces and objects. In considering each case, you will need to think about events and the possible connections that can explain predictable changes with regard to the motion of objects.

Ask students how they think cause and effect are related to each other. As students share their thinking, you may ask them to provide an example of how they think these terms are related. You may suggest that they state the effect first and then what caused it. For example, the playground is wet (effect). This happened because a thunderstorm had just passed over the playground (cause). If students do not share why the playground is wet when the thunderstorm passes, then ask, why does the playground get wet when the thunderstorm passes? This gets students thinking about the underlying mechanism or process for how the cause brings about the effect.

As students begin to organize their ideas about causes of the feather and the cube landing at the same time in the vacuum, have them think about how each of those causes makes the effect happen. Asking students to focus on how the cause brings about the effect gets them thinking about how cause and effect are connected.

Updated Text: Understanding why the cube and feather landed at different times in the air but at the same time in the vacuum will require thinking about the cause-and-effect relationships between forces and objects. In considering each case, you will need to think about events and the possible connections that can explain predictable changes with regard to the motion of objects.

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72

Location: Unit 2 > Concept 1 > Lesson 4 > TEI More True Forces

Original Text: Which of the statements are true about unbalanced forces?

A. The net force on the object is not zero.
B. The net force on the object is greater than zero.
C. Unbalanced forces are always opposite in direction.
D. Unbalanced forces are always the same in direction.

Correct answers: A, B

Updated Text: Which of the statements are true about the pair of forces between any two interacting objects?
A. They are equal in strength.
B. They are opposite in direction.
C. They can be different in strength.
D. They can act in the same direction.
E. Forces do not come in pairs.

Correct answers: A, B

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition***

ISBN: 9781616292386

Current Page Number(s): 97

Location: Investigate > item 3

Original Text: Place a thermometer in a clean sandwich bag.

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

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

ISBN: 9781616292416

Current Page Number(s): 164

Location: Reading passage, first paragraph

Original Text: The total amount of energy in the universe is constant. It circulates through many forms. Most of the energy that humans use depends on the burning of fossil fuels. Burning fossil fuels releases pollutants into the air. These pollutants include greenhouse gases, which trap heat around Earth. In addition, fossil fuel supplies are running low. For this reason, many scientists and politicians are looking into alternative energy sources. These sources do not require fossil fuels.

Updated Text: The total amount of energy in the universe is constant. It circulates through many forms. Energy is tremendously important. We need it to light and heat our homes, cook our food, and get from place to place. Most of the energy that humans use depends on the burning of fossil fuels. Burning fossil fuels releases carbon dioxide and other pollutants into the air. For this reason, many scientists and politicians are looking into alternative energy sources. These sources do not require fossil fuels.

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition***

ISBN: 9781616292423

Current Page Number(s): 80-83

Location: Entire lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

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

ISBN: 9781616292409

Current Page Number(s): 120

Location: Data Table, first bullet anno

Original Text: When testing the effect of mass, the distance catapult arm is bent back should be constant; the smaller marshmallow should travel farther.

Updated Text: When testing the effect of mass, the distance the catapult arm is bent back should be constant; the smaller object should travel farther.

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning > TEI More True Forces

Original Text: Which of the statements are true about unbalanced forces?

A. The net force on the object is not zero.
B. The net force on the object is greater than zero.
C. Unbalanced forces are always opposite in direction.
D. Unbalanced forces are always the same in direction.

Correct answers: A, B

Updated Text: Which of the statements are true about the pair of forces between any two interacting objects?
A. They are equal in strength.
B. They are opposite in direction.
C. They can be different in strength.
D. They can act in the same direction.
E. Forces do not come in pairs.

Correct answers: A, B

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition***

ISBN: 9781616292423

Current Page Number(s): xxviii

Location: The Rock Cycle, Lesson 4, Investigating the Rock Cycle, materials list

Original Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Timer

Updated Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Pan (for teacher use only)
• Timer

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition***

ISBN: 9781616292430

Current Page Number(s): 30-32

Location: Entire lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition***

ISBN: 9781616292430

Current Page Number(s): 76

Location: Reading Passage, 2nd paragraph on page, last sentence

Original Text: Pumice is

Updated Text: Pumice is rough and porous. It is

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Student Edition***

ISBN: 9781616292393

Current Page Number(s): 102

Location: Investigate > item 3

Original Text: Place a thermometer in a clean sandwich bag.

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

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition*

ISBN: 9781616292430

Current Page Number(s): 138-140

Location: Entire lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 52

Location: Materials List

Original Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Timer

Updated Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Pan (for teacher use only)
• Timer

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/dd589060-c0e7-4e89-be1b-c07fe26ab438

Location: Unit 3 > Concept 2 > Lesson 6 > Reading Passage

Original Text: Pumice is

Updated Text: Pumice is rough and porous. It is

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 24-25

Location: Entire lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

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

ISBN: 9781616292409

Current Page Number(s): 140

Location: Gather Information, ASK questions, second question, pink italic text

Original Text: Hydroelectric power can damage river ecosystems.

Updated Text: Hydroelectric power generation can damage river ecosystems.

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

ISBN: 9781616292409

Current Page Number(s): 12

Location: Investigate, item 2, 4th bullet

Original Text: Plastic wand and string: This pairing shows the force of static electricity between the wand and the string as the string is attracted to the wand.

Updated Text: PVC pipe and string: This pairing shows the force of static electricity between the pipe and the string as the string is attracted to the pipe.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 52

Location: Preparation, 2nd paragraph, first sentence

Original Text: Crayons may be used in place of soft candy.

Updated Text: Crayons or modeling clay may be used in place of soft candy.

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

ISBN: 9781616292409

Current Page Number(s): 139

Location: Revised Explanation, second paragraph, second sentence

Original Text: When it hits the clay, the kinetic energy is converted into other forms of energy that dents the clay, heats up the clay, and makes a sound.

Updated Text: When it hits the clay, the kinetic energy is converted into other forms of energy that dent the clay, heat up the clay, and make noise.

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

ISBN: 9781616292409

Current Page Number(s): 55

Location: STEM Project Starters, second box, activity description

Original Text: What is the best design for the wheels on a vehicle
for exploring Mars?

Updated Text: How does a parachute change the forces acting on an object?

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition***

ISBN: 9781616292423

Current Page Number(s): 53

Location: Investigate, first paragraph, fourth sentence

Original Text: During the hot plate step, have students bring their rock models to you and heat the models just enough to melt the candy

Updated Text: During the hot plate step, have students bring their rock models to you and place the models on the pan to heat them just enough to melt the candy.

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/2be98859-e85d-40fa-89d7-d270180c4d57

Location: Unit 3 > Concept 2 > Lesson 4 > Lesson Planning > Materials list

Original Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Timer

Updated Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Pan (for teacher use only)
• Timer

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition***

ISBN: 9781616292430

Current Page Number(s): 59

Location: Materials list

Original Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Timer

Updated Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Pan (for teacher use only)
• Timer

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

ISBN: 9781616292409

Current Page Number(s): 127

Location: Analyze > ELPS chart

Link to Updated Content:

View Updated Content

Original Text: Beginning
Have students play the interactive several times. Stop the interactive frequently to check for understanding. Have students use the text to speech tool to listen to the text and read simultaneously. Have students use sentence frames to describe what happens with one, two, and three shooters. With one shooter, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____. With two shooters, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____. With three shooters, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____.
Intermediate
Have students play the interactive allowing them to repeat it as necessary. Have students use the text to speech tool to listen to the text and read simultaneously. Then have students look at their data table to describe their observations. Allow students to use the following sentence frames or their own words to share their ideas with the class. According to the interactive, with one shooter, the amount of potential energy at the beginning is _____, and amount of kinetic energy transferred is _____. The energy is transformed from potential to kinetic _____. The kinetic energy is transferred when _____.
Advanced
Have students take notes of key ideas as they run the interactive. Then, have students work with a partner to describe the two types of energy and when and where energy is transformed or transferred. Students should record their answers and report to the class. One partner should serve as recorder and one as reporter.
Advanced High
Have students take notes of key ideas as they use the interactive. Then have students describe with a partner the two types of energy and when and where energy was transformed or transferred. After the partner discussion, have students share answers with the class.

Updated Text: [see revised content in 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/2be98859-e85d-40fa-89d7-d270180c4d57

Location: Unit 3 > Concept 2 > Lesson 4 > Lesson Planning > Preparation, 2nd paragraph, first sentence

Original Text: Crayons may be used in place of soft candy.

Updated Text: Crayons or modeling clay may be used in place of candy.

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/0d1e88d6-10e0-41ec-bb0a-0526d87da863

Location: U2 > C3 > L3 Persistent Energy >Lesson Planning > Analyze > ELPS chart

Link to Updated Content:

View Updated Content

Original Text: Beginning
Have students play the interactive several times. Stop the interactive frequently to check for understanding. Have students use the text to speech tool to listen to the text and read simultaneously. Have students use sentence frames to describe what happens with one, two, and three shooters. With one shooter, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____. With two shooters, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____. With three shooters, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____.
Intermediate
Have students play the interactive allowing them to repeat it as necessary. Have students use the text to speech tool to listen to the text and read simultaneously. Then have students look at their data table to describe their observations. Allow students to use the following sentence frames or their own words to share their ideas with the class. According to the interactive, with one shooter, the amount of potential energy at the beginning is _____, and amount of kinetic energy transferred is _____. The energy is transformed from potential to kinetic _____. The kinetic energy is transferred when _____.
Advanced
Have students take notes of key ideas as they run the interactive. Then, have students work with a partner to describe the two types of energy and when and where energy is transformed or transferred. Students should record their answers and report to the class. One partner should serve as recorder and one as reporter.
Advanced High
Have students take notes of key ideas as they use the interactive. Then have students describe with a partner the two types of energy and when and where energy was transformed or transferred. After the partner discussion, have students share answers with the class.

Updated Text: [see revised content in 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/2be98859-e85d-40fa-89d7-d270180c4d57

Location: Unit 3 > Concept 2 > Lesson 4 > Materials List

Original Text: • Soft taffy candy, 3 colors
• Paper towel

• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Timer

Updated Text: • Soft taffy candy, 3 colors
• Paper towel
• Plastic knife, scissors, or grater
• Foil
• Textbook
• Hot plate (for teacher use only)
• Pan (for teacher use only)
• Timer

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/8645a74a-63e5-460a-8458-f203f730b618

Location: Unit 3 > Concept 3 > lesson 1 > Lesson Planning

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

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

ISBN: 9781616292409

Current Page Number(s): 73

Location: Data Tables, Table 1

Original Text: Table 1: Effects of Mass. Row 3 Mass: 3 kilograms

Updated Text: Table 1: Effects of Mass. Change "3" in 3rd row Mass column to 4.

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition***

ISBN: 9781616292423

Current Page Number(s): 110-111

Location: Entire lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in 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/2be98859-e85d-40fa-89d7-d270180c4d57

Location: Unit 3 > Concept 2 > Lesson 4 > Lesson Planning > Investigate, first paragraph, fourth sentence

Original Text: During the hot plate step, have students bring their rock models to you and heat the models just enough to melt the candy

Updated Text: During the hot plate step, have students bring their rock models to you and place the models on the pan to heat them just enough to melt the candy.

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition***

ISBN: 9781616292386

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition***

ISBN: 9781616292430

Current Page Number(s): 94

Location: Key Vocabulary list

Original Text: conservation, efficiency, natural resources, nonrenewable, pollution, renewable, sustainable, technology

Updated Text: conservation, efficiency, natural resources, nonrenewable, pollution, renewable, technology

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 > Title

Original Text: Minerals Circle Graph

Updated Text: Metallic Ores

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f1de9590-ed02-4fad-854c-1481e33dd457

Location: Grade 6 > Concept: Earth Systems > Lesson 5 Careers and Earth's Systems > Lesson Planning

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in 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/f36c661d-9852-4890-b9b1-aea81dbe0922

Location: Unit 3 > Concept 3 > Lesson 6 > Entire Lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition***

ISBN: 9781616292386

Current Page Number(s): xxxii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in 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/850ca2bf-b799-4397-a71e-0d9665135af9

Location: Grade 6 > Concept: Natural Resources > Investigating Energy Resources

Original Text: When we turn on the light switch, the whole room instantly brightens. Modern technology makes this process seem like magic. However, this convenience often comes at a cost. We are rarely aware of where our energy comes from and how much of it we use. Nonrenewable fossil fuels provide most of our energy for electricity and transportation. Burning fossil fuels also uses tons of water to cool power plants, releases pollutants into the air, and generates combustion waste that ends up in landfills. Before we can manage our natural resources, we can start by studying what consumes the most energy around us and how much energy we actually use.

Updated Text: When we turn on the light switch, the whole room instantly brightens. Modern technology makes this process seem like magic. However, this convenience often comes at a cost. We are rarely aware of where our energy comes from and how much of it we use. Nonrenewable fossil fuels provide most of our energy for electricity and transportation. Before we can manage our natural resources, we can start by studying what consumes the most energy around us and how much energy we actually use.

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/10d604d6-703b-4e97-ae7a-bdfc0af27626

Location: Unit 3 > Concept 2 > Lesson 2 > Whiteboard: Organizing Earth's Interior

Original Text: Complete the 3-2-1 Pyramid graphic organizer to summarize what you learned from the interactive. Save a snapshot of your graph when you are finished. Then, upload your sketch below.

Updated Text: Complete the 3-2-1 Pyramid graphic organizer to summarize what you learned from the interactive. ave a snapshot of your graphic organizer when you are finished. Then, upload your graphic organizer below.

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

ISBN: 9781616292409

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292409

Current Page Number(s): xxvi

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition***

ISBN: 9781616292430

Current Page Number(s): R19

Location: Glossary, entry "sustainable"

Updated Text: [delete entry]

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/10d604d6-703b-4e97-ae7a-bdfc0af27626

Location: Unit 3 > Concept 2 > Lesson 2 > TEI Organizing Earth's Interior

Original Text: Attach your 3-2-1 Pyramid graphic organizer from Whiteboard: Organizing Earth's Interior.

Updated Text: Upload your snapshot from Whiteboard: Organizing Earth's Interior.

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/8645a74a-63e5-460a-8458-f203f730b618

Location: Unit 3 > Concept 3 > lesson 1 > entire lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in 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/f1de9590-ed02-4fad-854c-1481e33dd457

Location: Grade 6 > Concept: Earth Systems > Lesson 5 Careers and Earth's Systems

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): xviii

Location: Key vocabulary terms

Original Text: conservation, efficiency, natural resources, nonrenewable, pollution, renewable, sustainable, technology

Updated Text: conservation, efficiency, natural resources, nonrenewable, pollution, renewable, technology

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/2be98859-e85d-40fa-89d7-d270180c4d57

Location: Unit 3 > Concept 2 > Lesson 4 > Whiteboard: Three Types of Rocks

Original Text: Create a drawing and caption for sedimentary rock, metamorphic rock and igneous rock. In the captions, include key ideas about each rock based on the investigation.

Updated Text: Create a drawing and caption for sedimentary rock, metamorphic rock and igneous rock. In the captions, include key ideas about each rock based on the investigation. Save a snapshot when you are finished. Then, upload your sketch below.

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition***

ISBN: 9781616292423

Current Page Number(s): xxx

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition***

ISBN: 9781616292423

Current Page Number(s): 78

Location: Key Vocabulary list

Original Text: conservation, efficiency, natural resources, nonrenewable, pollution, renewable, sustainable, technology

Updated Text: conservation, efficiency, natural resources, nonrenewable, pollution, renewable, technology

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/dd589060-c0e7-4e89-be1b-c07fe26ab438

Location: Unit 3 > Concept 2 > Lesson 6 > TEI: The Rock Story

Original Text: Write a story to summarize the rock cycle, using just six words.

Updated Text: Write a story to summarize the rock cycle, using just six words. Upload your snapshot from Whiteboard: The Rock Story.

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f36c661d-9852-4890-b9b1-aea81dbe0922

Location: Unit 3 > Concept 3 > Lesson 6 > Lesson Planning > Entire Lesson

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition***

ISBN: 9781616292447

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in 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/f58abb75-947f-43ef-ab92-04060f761055

Location: Grade 6 > Concept: Conservation of Energy, Lesson 6: Renewable and Green Energy

Original Text: The total amount of energy in the universe is constant. It circulates through many forms. Most of the energy that humans use depends on the burning of fossil fuels. Burning fossil fuels releases pollutants into the air. These pollutants include greenhouse gases, which trap heat around Earth. In addition, fossil fuel supplies are running low. For this reason, many scientists and politicians are looking into alternative energy sources. These sources do not require fossil fuels.

Updated Text: The total amount of energy in the universe is constant. It circulates through many forms. Energy is tremendously important. We need it to light and heat our homes, cook our food, and get from place to place. Most of the energy that humans use depends on the burning of fossil fuels. Burning fossil fuels releases carbon dioxide and other pollutants into the air. For this reason, many scientists and politicians are looking into alternative energy sources. These sources do not require fossil fuels.

Component: ***Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition***

ISBN: 9781616292423

Current Page Number(s): R23

Location: Glossary, entry "sustainable"

Updated Text: [delete entry]

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

ISBN: 9781616291488

Current Page Number(s): https://app.discoveryeducation.com/learn/player/05a0df0a-554d-4e40-99e2-f4ec93f979e1

Location: Unit 2 > Concept 1 > Lesson 7 > TEI Pushing a Boulder

Original Text: Upload your snapshot from Whiteboard: Force Diagram.

Updated Text: Upload your snapshot from Whiteboard: Pushing a Boulder

Publisher: Houghton Mifflin Harcourt

Science, Grade 6

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 6: TEKS*

Component: ***HMH Into Science Texas Teacher License Digital Grade 6***

ISBN: 9780358860907

Link to Current Content:
View Current Content

Current Page Number(s): TEKS 6.11 Test, page 1

Location: Item 3

Original Text: 3. People in some remote locations often suffer more than most from energy shortages. Cost and transport often make it impractical for these people to use the forms of energy common to more developed places. Which source of energy, used in isolated regions, causes not only climate change but also loss of animal habitat and water shortages? A. coal B. firewood C. geothermal D. hydropower

Updated Text: [This item is being deleted from TEKS 6.11 Test.]

Component: ***HMH Into Science Texas Teacher License Digital Grade 6***

ISBN: 9780358860907

Link to Current Content:
View Current Content

Current Page Number(s): TEKS 6.11 Test, page 2

Location: Item 5, second bullet

Original Text: 5. Managing resources so that they are not depleted or polluted is important to the goal of reducing malnutrition. Explain how preventing each of these problems helps prevent increased malnutrition: [bullet] When too much groundwater is drawn from the aquifer in coastal farming areas, ocean salt water may move into the water table and make the groundwater salty. [bullet] Climate change, caused by release of greenhouse gases, can include conditions that lead to prolonged droughts. Read the question carefully. Then write your answer and evidence on the lines provided.

Updated Text: 5. Managing resources so that they are not depleted or polluted is important to the goal of reducing malnutrition. Explain how preventing each of these problems helps prevent increased malnutrition: [bullet] When too much groundwater is drawn from the aquifer in coastal farming areas, ocean salt water may move into the water table and make the groundwater salty. [bullet] Eliminating all trees from a large area can result in more soil erosion by wind or water. Read the question carefully. Then write your answer and evidence on the lines provided.

Component: ***HMH Into Science Texas Student License Digital Grade 6***

ISBN: 9780358860662

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 6.13.C, Elaborate, Screen 2

Location: Three paragraphs below photo

Component: ***HMH Into Science Texas Student License Digital Grade 6***

ISBN: 9780358860662

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 6.11.B, Exploration 2, Screen 1

Location: Fourth paragraph (next to photo of wind turbines), third sentence

Original Text: Scientists have also developed technologies to eliminate the need to mine and burn fossil fuels or to tap other available resources. For example, wind turbines use the wind that already blows across a region and don't burn fossil fuels to generate electricity. This technology is considered clean energy because wind turbines do not create air pollution when they are running. However, building wind turbines does require resources. Obtaining those resources may affect the environment negatively.

Updated Text: Scientists have also developed technologies to eliminate the need to mine and burn fossil fuels or to tap other available resources. For example, wind turbines use the wind that already blows across a region and don't burn fossil fuels to generate electricity. This technology is considered by some to be "clean energy" because wind turbines do not create air pollution when they are running. However, building wind turbines does require resources. Obtaining those resources may affect the environment negatively.

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 6.11.B, Exploration 2, Screen 7

Location: Second paragraph (just above video), additional sentence to end paragraph

Original Text: Many major car manufacturers have invested in developing electric vehicle technology. Because electric vehicles do not emit any air pollution, wide adoption of these vehicles could significantly improve air quality in many cities.

Updated Text: Many major car manufacturers have invested in developing electric vehicle technology. Because electric vehicles do not emit any air pollution, wide adoption of these vehicles could significantly improve air quality in many cities. This benefit to a city would not eliminate air pollution altogether, because electricity generated for electric vehicles typically involves creating some air pollution elsewhere.

Publisher: Savvas Learning

Science, Grade 6

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

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 357

Location: Question 3

Original Text: 3. Conserving resources is important to eliminating poverty because

a. people in poverty have no access to air, water, and soil resources.
b. then more resources can be given to people that desperately need them.
c. the less food that can be grown in soil, the more food can be made available.
d. storing resources for use later prevents them from being used as needed.

Updated Text: 3. Conserving resources is important to eliminating global energy poverty because

a. people in global energy poverty have no access to air, water, and soil resources.
b. then more resources can be given to people that desperately need them.
c. the less food that can be grown in soil, the more food can be made available.
d. storing resources for use later prevents them from being used as needed.

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): Slides 12 & 13

Location: Slides 12 & 13 (Student and teacher support)

Original Text: What roles do efficiency and technology play in managing energy resources?

Using energy resources more efficiently and the development of new technologies both play an important role in reducing energy demand.

Reducing demand can help reduce stress from social and economic issues such as poverty (the condition of those who don't have enough money to meet their basic needs such as food, clothing, and shelter), malnutrition, and pollution.

Teacher Support:
Explain
Another way to manage energy resources is to use them more efficiently.
Efficiency is a measure of how well a device uses energy to perform a task, usually represented as the percentage of energy used to perform the task and not wasted or lost to the environment. In most cases, energy is lost to the environment as heat.
Discuss examples of light bulbs with students to help them understand efficiency. An LED bulb, for example, is more efficient than an incandescent bulb because it uses less energy to produce the same amount of light. Incandescent bulbs lose a great deal of energy to the environment as heat, so they are not as efficient.
Technology (both improving existing technologies and developing new technologies) plays an important role in increasing the efficiency of devices.
Cars, for example, have changed a great deal since they were first introduced. Explain that fuel efficiency is a measure of how far a vehicle can travel on one gallon fuel. It is usually measured in miles per gallon (mpg). Engineers first improved existing engines to make them more efficient by burn less fuel. Later, they developed new engine technology that runs on batteries and does not require fuel at all.
New technologies using renewable energy sources (such as solar, wind, and water) are more efficient than nonrenewable resources and can help conserve fossil fuels, which reduces pollution. These technologies may also allow areas that have limited access to energy and electricity to gain access to readily available energy. Access to energy and electricity can increase employment opportunities, healthcare, cooking, and education which can help combat poverty.

Ask students to discuss what they think the relationship between energy, poverty, and malnutrition is.

Updated Text: What roles do efficiency and technology play in managing energy resources?

Managing energy resources and developing energy technologies can help meet global energy demands and reduce global energy poverty (the condition of those who don't have enough energy to meet their basic needs such as lighting, cooking, and heating).

Using energy resources more efficiently and the development of new technologies both play an important role in reducing energy demand.

Teacher Support:
Explain
Across the globe, people are faced with energy challenges. Energy poverty is a condition where people lack access to enough energy to meet their basic needs such as lighting and the ability to cook food or heat their homes.
There are generally two factors that contribute to energy poverty: the unavailability of energy resources and not having enough money to pay for the energy. In some areas of the world nonrenewable energy sources are very expensive or cannot be delivered to homes. Energy poverty can make it difficult to access clean water, healthy food, and medical treatment.
Using energy resources more efficiently is one way to manage energy resources and reduce energy poverty.

Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money.
The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more accessible, affordable, and efficient. By managing and increasing access to all energy resources, along with reducing costs for energy, energy poverty can be reduced.

Ask students to discuss what they think the relationship between global energy poverty and malnutrition is.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781418398651

Current Page Number(s): 201

Location: In This Topic

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: ***Grade 6 Digital Components***

ISBN: 9781428553880

Location: STEAM Activity--student version

Original Text: What You Need to Know Around the world, 759 million people lack access to electricity, and 2.6 billion people use fire for cooking, as they do not have access to other heat sources. Governments and world organizations are working together to bring different sources of energy to people in need. Having access to readily available energy resources will help reduce poverty and malnutrition.

1. You are a researcher at the International Energy Agency (IEA), preparing to make a presentation on managing energy resources to reduce poverty and malnutrition. First, you will research how global energy poverty can affect communities socially and economically. You will then discuss new technologies being developed to help solve energy issues. Determine what research tools are available to you, and read through the next steps outlined on these pages to understand the scope of your assignment.

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. How does lack of energy access impact how people live and work in these communities? For example, how do people store food and medicines? How does it affect schools and businesses?

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research. [table]
New Technology
What is the source of energy?
What form of energy is delivered?
Microgrid
Biogas digester
LED
Solar PV
Battery storage

6. SEP Relate Choose one of the technologies on which to focus. Based on current research, how will this new energy technology affect society such as poverty and malnutrition? What are some cost-benefits? Describe some of the problems the technology is meant to solve such as reducing global energy poverty.

7. SEP Propose Solutions Using your selected new energy technology, describe a location or community that it would help. Explain how access to this energy source technology will improve the lives of the people by managing resources.

9. Plan how you will present your energy technology and its potential to reduce global energy poverty and malnutrition in a community. Your presentation should include diagrams, charts, graphs, photographs or videos, or models.

10. Produce and share your presentation with the class. Describe how managing energy resources can reduce poverty and malnutrition. Also describe how technology can help manage energy resources and reduce global energy poverty. Be prepared to clearly communicate your solution and answer questions.

Analyze and Conclude
1. THEME Cause and Effect Describe why resource management is important in reducing poverty and malnutrition, and global energy use.
2. SEP Identify List any advantages and limitations of your energy technology.

Updated Text: What You Need to Know Around the world, 759 million people lack access to electricity, and 2.6 billion people use fire for cooking, as they do not have access to other heat sources. Governments and world organizations are working together to bring different sources of affordable and accessible energy to people in need. Having access to readily available energy resources will help reduce poverty and malnutrition.

1. You are a researcher at the International Energy Agency (IEA), preparing to make a presentation on managing energy resources to reduce energy poverty and malnutrition. First, you will research how global energy poverty can affect communities socially and economically. You will then discuss new technologies being developed to help solve energy issues related to either affordablility or access. Determine what research tools are available to you and read through the next steps outlined on these pages to understand the scope of your assignment.

4. SEP Research As a class, decide which African nation you will focus on. Research the daily lives of people in the African nation the class selected, including their access to energy and rates of poverty and malnutrition. How does lack of energy access impact how people live and work in this community? For example, how do people store food and medicines? How does it affect schools and businesses?

5. SEP Research As a class, decide which group is going to focus on each of the different nonrenewable and renewable energy technologies listed in the first column of the table. Then conduct research on the pros and cons of your specific energy technology using current sources and research. Use the data table to organize your research. [table]
Type of Energy
 Technology
Pros of Energy
Technology
Cons of Energy
Technology
Oil
Coal
Natural gas
Solar
Wind

6. SEP Propose Solutions Based on the current research, how will this energy technology affect societal issues such as global energy poverty and malnutrition in the African nation? What are some cost-benefits? Describe how the energy

technology could be used and how it can be managed to improve quality of life.

[Original Question 7 was removed and questions were renumbered]

8. Plan how you will present your energy technology and its potential to reduce global energy poverty and malnutrition in the African nation. Your presentation should include diagrams, charts, graphs, photographs or videos, or models.

9. Produce and share your presentation with the class. Describe how managing your energy technology can reduce global energy poverty and malnutrition. Also describe how technology can help manage this energy resource and reduce global energy poverty. Be prepared to clearly communicate your solution and answer questions.

10.Have a class discussion on which nonrenewable or renewable energy technology is the best option for the African nation to reduce energy poverty and malnutrition. Identify which option the class selected and why.

Analyze and Conclude

1. THEME Cause and Effect Describe why resource management is important in reducing global energy poverty and malnutrition.

2. SEP Identify Discuss any advantages and limitations of your energy technology.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 207

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Location: STEAM Activity--teacher support

Original Text: In this STEAM Activity, students will investigate how global energy poverty can affect a community. To do this, they will research energy usage among different countries. Then, they will explore how lack of access impacts people living and working in African nations. Finally, they will research how different nonrenewable and renewable energy technologies can help improve quality of life. They will create a presentation that summarizes their research and communicates how access to energy resources reduces global energy poverty and malnutrition.

Expected Outcome Students should create a presentation in which they focus on one energy technology that can increase a community's access to energy resources. Presentations should describe how a lack of energy resources leads to global energy poverty and malnutrition in a community. Then they should describe how the selected technology can help improve the lives of people in these communities. Presentations should include a diagram or some other type of visual to show their technology.

Teaching Tips bullets 6-9
● For Step 4, to help students visualize the daily lives of people in Africa (or other areas lacking energy resources), show them videos or pictures of people doing basic tasks, such as cooking or storing food.

● For Step 5, students can also identify and research a new technology not listed in the table.
● For Step 6, encourage students to find examples of how their technology is being used to help a community. Emphasize to students that science and society have an impact on one another. The work that scientists and engineers do changes society, and society affects the work of scientists and engineers. The discoveries that are made influence future scientific processes and exploration. Also remind students what costs and benefits are. Tell students that a cost is a negative result of either taking or not taking action. A benefit is a positive consequence of either taking or not taking an action. Identifying and analyzing the costs and benefits help scientists make informed decisions.
● For Step 8, students can create a three-dimensional model of their technology for their presentation, if time allows.
● After they answer Question 2, ask students to think about how they could design a new technology to help provide greater access to energy resources. Ask, What would the criteria be? What constraints would it have?

2. SEP Define Problems Restate the problem that you will be investigating in this activity.
Sample answer: How can access to energy technologies reduce global energy poverty and malnutrition in some communities?

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. For example, how do people store food and medicines? How does it affect schools and businesses?
Sample answer: The overall lack of access to electricity in the African nation we focused on means an overall lack of access to safer and healthier modes of cooking and heating. People rely mainly on burning wood for both, which means they are inhaling smoke and soot. There isn't much light by which students can study at night. Health clinics lack refrigeration for medicine and blood. Running any kind of business is limited by the lack of electricity. Preservation of food is difficult without refrigeration or freezing, so food insecurity is a product of energy insecurity. Crime seems to be more common where these types of insecurity are common.

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research. [table]

New Technology
What is the source of energy?
What form of energy is delivered?
Microgrid: sun, wind, water, diesel, batteries to power a small community; electricity
Biogas digester: gas from organic waste; methane, or electricity if gas is burned
LED: electricity (often from solar); light
Solar PV: sun; electricity
Battery storage: wind, solar; electricity

6. SEP Relate Choose one of the new energy technologies on which to focus. Based on current research, how will this new energy technology affect society such as poverty and malnutrition? What are some cost-benefits? Describe some of the problems the technology is meant to solve, such as reducing global energy poverty.
Sample answer: Biogas digesters trap a greenhouse gas, methane, as it is produced by decaying organic matter such as manure or human waste, and direct it into a storage tank or network of pipes so the methane can be burned. This reduces the need for wood or coal, which produce dangerous smoke and soot when burned in kitchens or other rooms. Indoor pollution is reduced, a greenhouse gas is burned, and less biomass needs to be harvested as fuel. Biogas can also be burned to power an electric generator if it is stored or collected at a large enough scale.

7. SEP Propose Solutions Using your selected new energy technology, describe a location or community that it would help. Explain how access to this energy source technology will improve the lives of the people by managing resources.
Sample answer: A location in the middle of a desert would benefit from battery storage technology. With energy from the battery, children could have light so they can study longer, use a fan in hot weather, have a small refrigerator for cold drinks.

Analyze and Conclude
1. THEME Cause and Effect Describe why resource management is important in reducing poverty, malnutrition, and global energy use.
Sample answer: Poverty and malnutrition are often caused by a lack of resources, such as energy. By helping people gain access to these resources they can reduce poverty and malnutrition. For example, having electricity for refrigeration can help a family store food longer and increase their access to nutrition. Having access to fuel for transportation would allow individuals to travel distances for jobs and increase their ability to support their families.
2. SEP Identify List any advantages and limitations of your energy technology.
Sample answer: An advantage of solar PV technology is that it can power entire cities if used at large scale, but a limitation is the money needed to set up the technology and the availability of sunlight. When the sun is down or obscured, battery storage or some other source of energy will be required.

Updated Text: In this STEAM Activity, students will investigate how global energy poverty can affect a community. To do this, they will research energy usage among different countries. Then, they will explore how lack of access impacts people living and working in African nations. Finally, they will research how different nonrenewable and renewable energy technologies can help improve quality of life. They will create a presentation that summarizes their research and communicates how access to energy resources reduces global energy poverty and malnutrition.

Expected Outcome Students should create a presentation in which they focus on one energy technology that can increase a community's
access to energy resources. Presentations should describe how a lack of energy resources leads to global energy poverty and malnutrition in a community. Then they should describe how the selected technology can help improve the lives of people in these communities. Presentations should include a diagram or some other type of visual to show their technology.

Teaching Tips bullets 6-9
● For Step 4, as a class decide which African nation you will focus on. To help students visualize the daily lives of people in Africa (or other areas lacking energy resources), show them videos or pictures of people doing basic tasks, such as cooking or storing food.
● For Step 5, decide as a class which group is going to focus on each of the different nonrenewable and renewable energy technologies listed in the table.
● For Step 6, encourage students to find examples of how their technology is being used to help a community. Emphasize to students that science and society have an impact on one another. The work that scientists and engineers do changes society, and society affects the work of scientists and engineers. The discoveries that are made influence future scientific processes and exploration. Also remind students what costs and benefits are and how they are related to pros and cons. Tell students
that a cost is a negative result of either taking or not taking action. A benefit is a positive consequence of either taking or not taking an action. Identifying and analyzing the costs and benefits help scientists make informed decisions.
● After they answer Question 2, ask students to think about how they could design a new technology to help provide greater access to energy resources. Ask, What would the criteria be? What constraints would it have?

2. SEP Define Problems Restate the problem that you will be investigating in this activity.
Sample answer: How can access to energy technologies reduce global energy poverty and malnutrition in some communities?

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. For example, how do people store food and medicines? How does it affect schools and

businesses?
Sample answer: The overall lack of access to electricity in the African nation we focused on means an overall lack of access to safer and healthier modes of cooking and heating. People rely mainly on burning wood for both, which means they are inhaling smoke and soot. There isn't much light by which students can study at night. Health clinics lack refrigeration for medicine and blood. Running any kind of business is limited by the lack of electricity. Preservation of food is
difficult without refrigeration or freezing, so food insecurity is a product of energy insecurity. Crime seems to be more common where these types of insecurity are common.

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research.
Type of Energy Technology
Pros of Energy Technology
Cons of Energy Technology
Oil: Easy to transport and store, economical to produce, produces a lot of energy, relatively less expensive, abundant; Not found in every area,
nonrenewable energy source, can cause environmental impacts
Coal: Found in a lot of places and is abundant, reliable, affordable,
easy to store; Mining to extract coal can cause environmental impacts,
burning coal can cause pollution, dangerous to mine, nonrenewable energy source
Natural gas: Found in a lot of places and is abundant, easy to transport, causes less carbon dioxide emissions than coal, relatively less expensive, technology exists to access it; Nonrenewable energy resource, accessing natural gas can cause environmental impacts, can cost more to store
Solar: Renewable energy source, reduces energy bills, technology exists, low maintenance; Depends on weather, cost, expensive to store, takes up a lot of space, can cause environmental impacts
Wind: Renewable energy source, technology exists, turbines in a variety of sizes for different uses, doesn't require any energy to work; Depends on weather, can be noisy, can impact wildlife, expensive to start

6. SEP Propose Solutions Based on the current research, how will this energy technology affect society such as global energy poverty and malnutrition in the African nation? What are some cost-benefits? Describe how the energy technology could be used and how it can be managed to improve quality of life.
Answers will vary depending on the type of energy technology researched. Sample answer: Natural gas technologies will provide access to an energy source that is not super expensive and can be used to heat homes and cook food. By costing less than some other energy technologies, global energy poverty can be reduced. Cooking nutritious foods can help fight malnutrition. Some benefits of using natural gas are that it reduces the need for wood or coal, which produce dangerous smoke and soot when burned in kitchens or other rooms. Indoor pollution is reduced as is environmental pollution since burning natural gas releases less pollutants. Natural gas can also be used to fuel power stations which can provide electricity to homes and businesses. Expanding the
distribution of natural gas can also provide jobs. Some costs are that it can cost a lot to get natural gas to areas that need it and that the prices can fluctuate so it can be expensive to buy.

[original question 7 deleted]

Analyze and Conclude
1. THEME Cause and Effect Describe why resource management is important in reducing global energy poverty and malnutrition.
Sample answer: Global energy poverty and malnutrition are often caused by a lack of resources, such as energy. By helping people gain access to affordable resources they can reduce poverty and malnutrition. For example, having electricity for refrigeration can help a family store food longer and increase their access to nutrition. Having access to fuel for transportation would allow

individuals to travel distances for jobs and increase their ability to support their families.
2. SEP Identify Discuss any advantages and limitations of your energy technology. Answers will vary depending on the type of energy technology researched. Sample answer: An advantage of solar energy technology is that it can power entire cities if used at large scale, but a limitation is the money needed to set up the technology and the availability of sunlight. When the sun is down or obscured, some other source of energy will be required.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 217

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 240

Location: Data Analysis bullet

Original Text: Point out the break symbol on the graph's y-axis to students. Explain that this symbol is used to indicate a break or disruption in the continuity of the values on a graph's axis. In this case, the symbol indicates that the values for 5, 10, and 15 are not included on the y-axis since the data starts above 20 gigatons for 1990.

Updated Text: To extend student learning, you could ask students to research world events that may have contributed to declines in emissions seen in the graph. Students may indicate that the Great Depression, World War II, the second oil shock in 1979, and the 2008 financial crisis contributed to a decline in emissions due to lack of available resources.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 227

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 280

Location: Experience 4

Original Text: poverty

Updated Text: global energy poverty

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 283

Location: Question 2

Original Text: SEP Ask Questions Record 1–2 questions you have about how a city might be able to maintain good air quality as
daily activities, such as commuting to work, return to normal levels after the pandemic.

Updated Text: SEP Ask Questions Record 1–2 questions scientists could ask to determine what caused the difference in outdoor air quality during the height of the COVID-19 pandemic.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 241

Location: Key Ideas Video

Original Text: ENERGY RESOURCES Students will discover renewable and nonrenewable
sources of energy and explore their importance in meeting worldwide energy
needs.

Updated Text: ENERGY RESOURCES Students will discover renewable and nonrenewable
sources of energy and explore their importance in meeting worldwide energy
needs and reducing global energy poverty

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 237

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: 6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 290

Location: Question 1

Original Text: THEME Cause and Effect A new power plant has opened near Monica’s house. Monica
notices that the air in the sky seems dustier and smells different. How might she determine
if the factory is the source of the change in the air quality?

Updated Text: THEME Cause and Effect A new factory has opened near Monica's house. Monica notices that the air in the sky seems dustier and smells different. How might she determine if the factory is the source of the change in the air quality?

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 242

Location: Read About It Last Bullet

Original Text: Ask What is involved in managing energy resources? What is the difference between conservation and efficiency as the terms relate to energy? (Managing energy resources means monitoring and controlling how energy is used by conserving energy, increasing efficiency, and improving current technology or developing new technology. Conservation means cutting back on the amount of energy we use. Energy efficiency involves improving the percentage of energy used to perform a task that is not wasted or lost to the environment.) Discuss with students how renewable energy resources, increased efficiency, and advances in technology can help reduce global energy demands, poverty, malnutrition, and pollution.

Updated Text: Ask What is involved in managing energy resources? What is the difference between conservation and efficiency as the terms relate to energy? (Managing energy resources means monitoring and controlling how energy is used by conserving energy, increasing efficiency, and improving current technology or developing new technology. Conservation means cutting back on the amount of energy we use. Energy efficiency involves improving the percentage of energy used to perform a task that is not wasted or lost to the environment.) Discuss with students how renewable energy resources, increased efficiency, and advances in technology can help reduce global energy poverty, malnutrition, and pollution.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 292

Location: Paragraph 3, 2nd to last sentence

Original Text: This mixture is called smog.

Updated Text: This mixture is called smog, and can include gases such as nitrous oxide and carbon monoxide.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 243

Location: Exit Ticket

Original Text: Give students 3–5 minutes to explain how conservation, efficiency, and technology can reduce energy demand and help solve problems such as pollution, poverty, malnutrition, and global energy use. Students can write a script for a public service announcement on the radio or create an informational poster with visuals and text. As a class, discuss student answers and any revisions that should be made.

Alternative Exit Ticket Ask students to determine whether this statement is true or false: New technologies that are more efficient can help reduce or prevent poverty. (false)

Updated Text: Give students 3–5 minutes to explain how conservation, efficiency, and technology can reduce energy demand and help solve problems such as pollution, malnutrition, and global energy poverty. Students can write a script for a public service announcement on the radio or create an informational poster with visuals and text. As a class, discuss student answers and any revisions that should be made.

Alternative Exit Ticket Ask students to determine whether this statement is true or false: New technologies that are more efficient can help reduce or prevent global energy poverty. (false)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 294

Location: Paragraph 5

Original Text: N/A

Updated Text: Clean Air Act In 1963, the United States government enacted the Clean Air Act. Since then, it has been amended many times. The purpose of the act is to control and reduce air pollution across the country by regulating emissions from various sources. The Clean Air Act is one of the earliest environmental laws established in the United States. [caption and image of power plants removed from page; acid rain image enlarged]

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 244

Location: STEAM Activity

Original Text: HOW CAN MANAGING ENERGY RESOURCES REDUCE POVERTY AND MALNUTRITION? Students take on the role of a researcher at the International Energy Agency (IEA). They work in groups to develop a presentation focusing on how managing energy resources can reduce poverty and malnutrition. Students find out what it means to have reliable and affordable energy access, how the citizens of different countries compare in terms of access to energy, and what new technologies are being developed to improve people's access to energy around the world.
Materials poster board, Internet access, markers, other drawing/coloring materials, paper, media software.
• Discuss the introductory paragraph before getting started to ensure student understanding.
• In Step 3, you may want to assign groups different European and African countries to research so that the class has access to more data about energy needs and reliable energy access.
• Similarly, you may want to assign groups different technologies to research in Step 5 to ensure that all the technologies are covered.
• Before students begin developing their presentations, make sure they draw connections between reliable and affordable energy access and reducing poverty and malnutrition. Ask What are some of the effects of having reliable access to energy on a person's ability to earn a living and eat? (Answers will vary, but make sure students understand that reliable access to energy allows people to get an education and study, work, grow and store food, cook, and other activities that can reduce poverty and malnutrition.)
• Discuss with students the advantages and limitations of their energy technologies.

Updated Text: HOW CAN MANAGING ENERGY RESOURCES REDUCE POVERTY AND MALNUTRITION? Students take on the role of a researcher at the International Energy Agency (IEA). They work in groups to develop a presentation focusing on how managing energy resources can reduce global energy poverty and malnutrition. Students find out what it means to have reliable and affordable energy access, how the citizens of different countries compare in terms of access to energy, and how different nonrenewable and renewable energy technologies can help improve quality of life.

Materials poster board, Internet access, markers, other drawing/coloring
materials, paper, media software.
• Discuss the introductory paragraph before getting started to ensure student understanding.
• In Step 3, you may want to assign groups different European and African
countries to research so that the class has access to more data about energy needs and reliable energy access.
• In Step 4, have a class discussion comparing students research of the different countries. As a class, decide which African nation they will focus on for the rest of the activity.
• Similarly, you may want to assign groups different technologies to research in Step 5 to ensure that all the technologies are covered.
• Before students begin developing their presentations, make sure they draw connections between reliable and affordable energy access and reducing global energy poverty and malnutrition. Ask What are some of the effects of having reliable access to energy on a person's ability to earn a living and eat? (Answers will vary, but make sure students understand that by reducing global energy poverty and increasing reliable access to energy allows people to get an education and study, work, grow and store food, cook, and other activities that can reduce poverty and malnutrition.)
• Discuss with students the advantages and limitations of their energy
technologies."

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 300

Location: Question 1

Original Text: d. methane gas from herds of cattle on many large ranches

Updated Text: d. ozone released by idling trucks across a county

Component: ***Grade 6 Digital Components***

ISBN: 9781428553880

Location: Biography; Michael Charles

Original Text: He hopes his efforts will increase indigenous representation within both higher education and the movement for climate justice.

Updated Text: (deleted)

Component: ***Grade 6 Digital Components***

ISBN: 9781428553880

Location: Topic Test, Managing Earth's Resources, Student Edition

Original Text: 11. Poverty around the world is caused in part by the uneven distribution of energy resources. Fossil fuels are often only available in certain locations and are considered unevenly distributed. Renewable energy sources are a possible solution to getting energy to areas that lack fossil fuels. Which energy sources are renewable? Choose all correct answers.
A. Tidal waves
B. Coal

C. Wind
D. Solar
E. Natural gas
F. Geothermal

15. How does the use of fossil fuels affect other resources like water? a. burning fossil fuels requires equipment that uses large amounts of water. b. activities use fossil fuels instead of water, s using htem is a way to conserve water. c. many activities that use fossil fuels produce waste that can runoff and contaminate water sources. d. using fossil fuels doesn't have any significant effect on water sources.

Updated Text: 11. Which of the following actions could help reduce global energy poverty over time? Choose all correct answers.
a. Turning off the lights when leaving the room.
b. Incorporating some renewable energy sources into daily activities.
c. Keeping electronics plugged in when they are not in use.
d. Carpooling instead of driving individually.

Q15 (deleted)

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 343

Location: Questions 2-4

Original Text: 2. Predict If the trend of the graph continues, in about what year will global CO2 emissions double as compared to the value in 1990? Explain your answer.
3. SEP Engage in Argument If countries around the world committed to reducing their reliance on fossil fuels for energy, how do you think the shape of this graph would change in the future?
4. THEME Stability and Change The two time periods where CO2 emissions decreased were related to global economic

issues: a recession (period of reduced trade) in 2008 and
the COVID-19 pandemic in 2020. How do these events help suggest how to reduce CO2 emissions in the future?

Updated Text: 2. Stability and Change In which year did the emissions double from the emissions level in 1900?
3. SEP Ask Questions Compare global CO2 emissions in 1900 to emissions in 2020. Record 1–2 questions about the change you observe. Then describe what additional data you would need to answer your questions.
[Question 4 removed]

Component: ***Grade 6 Digital Components***

ISBN: 9781428553880

Location: Topic Test, Managing Earth's Resources, Teacher Support

Original Text: 11. Poverty around the world is caused in part by the uneven distribution of energy resources. Fossil fuels are often only available in certain locations and are considered unevenly distributed. Renewable energy sources are a possible solution to getting energy to areas that lack fossil fuels. Which energy sources are renewable? Choose all correct answers.
A. [Answer: Tidal waves]
B. Coal
C. [Answer: Wind]
D. [Answer: Solar]
E. Natural gas
F. [Answer: Geothermal]

15. How does the use of fossil fuels affect other resources like water? a. burning fossil fuels requires equipment that uses large amounts of water. b. activities use fossil fuels instead of water, s using htem is a way to conserve water. c. many activities that use fossil fuels produce waste that can runoff and contaminate water sources. d. using fossil fuels doesn't have any significant effect on water sources.

Updated Text: 11. Which of the following actions could help reduce global energy poverty over time? Choose all correct answers.
a. Turning off the lights when leaving the room.
b. Incorporating some renewable energy sources into daily activities.
c. Keeping electronics plugged in when they are not in use.
d. Carpooling instead of driving individually.

Q15 (deleted)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 347

Location: Paragraphs 1-2

Original Text: Most sources of oil, coal, and natural gas are found deep below Earth's surface. To extract these energy resources, humans must drill, mine, or clear parts of Earth's surface. The more we remove these resources, the greater the risk of contaminating, or polluting, the environment. As a result, these activities can cause extensive damage to habitats and harm ecosystems.

Fossil fuels release a great deal of energy when they are burned. However, they also release gases and chemicals that can pollute the air, water, and soil.

Updated Text: Most sources of oil, coal, and natural gas are found deep below Earth's surface. To extract these energy resources, humans must drill, mine, or clear parts of Earth's surface. The more we remove these resources, the greater the risk of contaminating, or polluting, the environment. As a result, these activities can cause extensive damage to habitats and harm ecosystems. Fossil fuels release a great deal of energy when they are burned. They also release gases and chemicals, such as sulfur dioxide, nitrogen oxides, and mercury, that can pollute the air, water, and soil. However, measures can be taken to reduce the pollution generated from burning fossil fuels.

Renewable energy sources also have environmental impacts. Manufacturing and transporting parts for renewable energy equipment produces pollutants that can harm air, water, and soil resources. Building sites for renewable energy installations can also disrupt water, land, soil,

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Location: Make Informed Decisions, Are rechargeable batteries a better alternative to disposable batteries?

Original Text: For example, before deciding whether to purchase an electric vehicle (EV) instead of a gas-powered vehicle, you might consider the financial cost of the EV, the difficulty in finding charging stations, and the limited driving distances.

Updated Text: For example, before deciding whether to purchase an electric vehicle (EV) instead of a gas-powered vehicle, you might consider the financial cost of the EV, the difficulty in finding charging stations, the limited driving distances, and the materials needed to make electric cars.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 348

Location: Paragraph 2, last sentence

Original Text: N/A

Updated Text: Recall that renewable energy sources can also cause pollution and have environmental impacts. All energy resources need to be managed and conserved.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 295

Location: Paragraph 2, 2nd sentence

Original Text: It can convert car exhaust into less harmful gases, such as carbon dioxide and water vapor.

Updated Text: It can convert car exhaust into gases that are not pollutants, such as water vapor and carbon dioxide.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 351

Location: Top title & last sentence starter

Original Text: How is energy produced?

Updated Text: What are energy resources?

Renewable energy sources contribute to pollution by...

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 342

Location: Paragraph 1, 2nd to last sentence

Original Text: The graph shows the global energy-related CO2 emissions from 1990 to 2020. [graph with data from 1990 to 2020]

Updated Text: The graph shows the global energy-related CO2 emissions from energy combustion and industrial processes from 1900 to 2021. [graph updated to show data from 1900 to 2020]

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 352

Location: Top title & 2nd section sentence starters

Original Text: How are energy resources managed and conserved?

Efficiency is…
Technology can help manage energy resources by…
Renewable energy resources can help reduce poverty by…
Other information:

Updated Text: What are energy resource management and conservation?

Global energy poverty is...
Efficiency is…
Technology can help manage energy resources by…
Renewable energy resources can help reduce global energy poverty by…

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 349

Location: Entire page

Original Text: Using energy resources more efficiently is another way to manage energy resources. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money.

The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more affordable and efficient.

In areas that have limited access to energy, poverty can result. Poverty is the condition of those who don't have enough money to meet basic needs such as food, clothing, and shelter. If energy is required to work or if it costs too much, then people may lack the money to provide for their needs. Renewable energy sources are some of the most promising ways to meet global energy demand. They not only reduce pollution but also reduce social, political, and economic impacts from extracting and using fossil fuels.

[caption] Fuel Efficiency Engineers have improved existing engine technology to increase the fuel efficiency of cars. They have also developed new technologies such as electric engines, which do not require fuel at all.

[caption] Energy Technology Lack of access to reliable electricity in rural or remote areas contributes to poverty and malnutrition. Engineers are developing new energy technologies that use solar, wind, and water to provide electricity to individual communities.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398620

Current Page Number(s): 353

Location: Experience Vocabulary

Original Text: poverty

Updated Text: global energy poverty

Publisher: McGraw Hill

Science, Grade 6

Program: *McGraw Hill Texas Science, Grade 6 : ELPS*

Component: ***McGraw Hill Texas Science Grade 6 Write-In Print Student Edition***

ISBN: 9780077006747

Current Page Number(s): 255

Location: Lesson 7.1, Technology and Increased Air and Water Resource Efficiency, Increased Efficiency paragraph

Original Text: Increased Efficiency Fuel-efficient cars, such as electric or hybrid electric vehicles, can help improve air quality by reducing fossil-fuel emissions. Some people choose to collect rainwater at their homes to make their use of water more efficient. Rainwater collection systems direct rainwater from roofs to a tank. The collected water is filtered and used for a variety of household appliances, such as toilets, showers, and washing machines.

Updated Text: Increased Efficiency Improvements to vehicles over the last several decades have made them more fuel efficient and that helps improve air quality by reducing fossil-fuel emissions. Some people choose to collect rainwater at their homes to make their use of water more efficient. Rainwater collection systems direct rainwater from roofs to a tank. The collected water is filtered and used for a variety of household activities like showers and washing dishes.

Publisher: Accelerate Learning Inc.

Science, Grade 7

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

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

ISBN: 9798888266922

Link to Current Content:
View Current Content

Current Page Number(s): 4

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

Link to Updated Content:

View Updated Content

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

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

Revise Graph
Percentages to match information in STEMscopedia

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

ISBN: 9798888266922

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Pre-Assessment: Human Impact on Ocean Systems

Link to Updated Content:

View Updated Content

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

Updated Text: Reword Pre-Assessment Question 1 answer choice A
a. Catching organisms we don't intend to eat while fishing

Change Pre-Assessment Question 4 question and modify answer choices
Q: Shipping accidents can spill chemicals or oil into the ocean. How can such accidents negatively affect ocean systems?
a. Increase the growth of algae in and around the area
b. Modifiy the speed and direction of ocean currents
c. Add of nutrients that are necessary for the growth of aquatic plants
d. Cause the death of large numbers of plants and animals

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

ISBN: 9798888266915

Link to Current Content:
View Current Content

Current Page Number(s): 1, 2

Location: q 1, choice a

q 4, stem

Link to Updated Content:

View Updated Content

Original Text: a. Commercial fishing to provide food for human

4. In 1989, The Exxon Valdez, a tanker ship, ran aground and dumped 11 million gallons of oil into an area of Alaskan coastal water. How did this event negatively affect ocean systems?

Updated Text: a. Catching organisms we don’t intend to eat while fishing

4. Shipping accidents can spill chemicals or oil into the ocean. How can such accidents negatively affect ocean systems?

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

ISBN: 9798888266922

Link to Current Content:
View Current Content

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: Rephrase Part 1 instructions to students change impact to influence
Match each human "influence" with the descriptions listed below.

Remove "Greenhouse gases" from the list of matching options in Part 1

Remove image for Part 2

Change Part II instructions and and question type
Instructions: Read the information provided and answer the question below.
Oceans cover more than 70% of Earth's surface. An ocean is a large body of salt water. All of Earth's oceans form one system, a series of interacting, interrelated, or interdependent parts that form a complex whole. Humans depend on the oceans to provide water for the water cycle, which irrigates plants and replenishes rivers and lakes. Marine plants found in oceans produce anywhere from 50 to 80% of the oxygen in the atmosphere. Fish
populations found in oceans provide an important food source for humans around the world.

1. What are the two things that humans might do to affect the ocean system negatively? Explain your answer.

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

ISBN: 9798888266922

Link to Current Content:
View Current Content

Current Page Number(s): 4

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

Link to Updated Content:

View Updated Content

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

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

Revise Graph
Percentages to match information in STEMscopedia

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

ISBN: 9798888266922

Link to Current Content:
View Current Content

Current Page Number(s): N/A

Location: Pre-Assessment: Human Impact on Ocean Systems

Link to Updated Content:

View Updated Content

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

Updated Text: Reword Pre-Assessment Question 1 answer choice A
a. Catching organisms we don't intend to eat while fishing

Change Pre-Assessment Question 4 question and modify answer choices
Q: Shipping accidents can spill chemicals or oil into the ocean. How can such accidents negatively affect ocean systems?
a. Increase the growth of algae in and around the area
b. Modifiy the speed and direction of ocean currents
c. Add of nutrients that are necessary for the growth of aquatic plants
d. Cause the death of large numbers of plants and animals

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

ISBN: 9798888266922

Link to Current Content:
View Current Content

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: Rephrase Part 1 instructions to students change impact to influence
Match each human "influence" with the descriptions listed below.

Remove "Greenhouse gases" from the list of matching options in Part 1

Remove image for Part 2

Change Part II instructions and and question type
Instructions: Read the information provided and answer the question below.

Oceans cover more than 70% of Earth's surface. An ocean is a large body of salt water. All of Earth's oceans form one system, a series of interacting, interrelated, or interdependent parts that form a complex whole. Humans depend on the oceans to provide water for the water cycle, which irrigates plants and replenishes rivers and lakes. Marine plants found in oceans produce anywhere from 50 to 80% of the oxygen in the atmosphere. Fish
populations found in oceans provide an important food source for humans around the world.

1. What are the two things that humans might do to affect the ocean system negatively? Explain your answer.

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 Unit 4 Teacher Edition***

ISBN: 9781616292539

Current Page Number(s): xxxvi-xxxvii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition***

ISBN: 9781616292553

Current Page Number(s): 291

Location: Reading Passage

Original Text: Genetic information, or DNA, is stored in the chromosomes of cells of all organisms. Organisms that reproduce sexually have chromosomes that come in matching pairs, one from each parent. The process
of meiosis shuffles and recombines the genes on each pair of chromosomes. Each parent always passes down half of their recombined chromosomes to their offspring during sexual reproduction. Recombined chromosomes are passed down in specialized cells called gametes. Sperm cells and egg cells are examples of gametes. Gametes come together through fertilization. Offspring from sexual reproduction will have a mixture of genetic material from each parent and develop a blend of traits from both. Meiosis explains why children always have traits that vary from their parents.

Updated Text: Genetic information (DNA) is stored in the chromosomes of cells. Organisms that reproduce sexually have chromosomes that come in matching pairs, one from each parent. The process of meiosis shuffles and recombines the genes on each pair of chromosomes before they are passed down. Each parent passes down half of their recombined chromosomes to their offspring in sexual reproduction. The recombined chromosomes are passed down in specialized cells called gametes. Sperm cells and egg cells are examples of gametes. The gametes come together through fertilization. Offspring from sexual reproduction will have a mixture of genetic material from each parent and develop a blend of traits from both. Meiosis explains why children always have traits that are similar but not identical to their parents.

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/88062f8d-e207-47bd-8191-f1a5d066f277

Location: Unit 4 > Concept 5 > Lesson 5 > Reading Passage

Original Text: Genetic information, or DNA, is stored in the chromosomes of cells of all organisms. Organisms that reproduce sexually have chromosomes that come in matching pairs, one from each parent. The process of meiosis shuffles and recombines the genes on each pair of chromosomes. Each parent always passes down half of their recombined chromosomes to their offspring during sexual reproduction. Recombined chromosomes are passed down in specialized cells called gametes. Sperm cells and egg cells are examples of gametes. Gametes come together through fertilization. Offspring from sexual reproduction will have a mixture of genetic material from each parent and develop a blend of traits from both. Meiosis explains why children always have traits that vary from their parents.

Updated Text: Genetic information (DNA) is stored in the chromosomes of cells. Organisms that reproduce sexually have chromosomes that come in matching pairs, one from each parent. The process of meiosis shuffles and recombines the genes on each pair of chromosomes before they are passed down. Each parent passes down half of their recombined chromosomes to their offspring in sexual reproduction. The recombined chromosomes are passed down in specialized cells called gametes. Sperm cells and egg cells are examples of gametes. The gametes come together through fertilization. Offspring from sexual reproduction will have a mixture of genetic material from each parent and develop a blend of traits from both. Meiosis explains why children always have traits that are similar but not identical to their parents.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Student Edition***

ISBN: 9781616292485

Current Page Number(s): 98

Location: Reading Passage

Original Text: If 50 grams of table salt are dissolved in 100 mL of solution, the concentration of salt in the solution is 50/100, or 0.5 g/mL.

Updated Text: If 5 grams of table salt are dissolved in 100 mL of solution, the concentration of salt in the solution is 5/100, or 0.05 g/mL.

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

ISBN: 9781616292492

Current Page Number(s): 80

Location: Materials list, heading

Original Text: Materials List (per group)

Updated Text: Materials List

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/20dbfc61-f98b-4a0f-b762-70bcd0b57743

Location: Unit 1 > Concept 3 > Lesson 3 > Reading Passage

Original Text: If 50 grams of table salt are dissolved in 100 mL of solution, the concentration of salt in the solution is 50/100, or 0.5 g/mL.

Updated Text: If 5 grams of table salt are dissolved in 100 mL of solution, the concentration of salt in the solution is 5/100, or 0.05 g/mL.

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/78eb0ff2-65e2-4267-9d28-99fe3f2d6d36

Location: Unit 2 > Concept 3 > Lesson 1 > Lesson PLanning > Materials List and Preparation

Original Text: Materials List (per group)

Updated Text: Materials List

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/4c75c07f-7cb2-4d9b-9294-9781881af7e4

Location: Unit 2 > Concept 2 > Lesson 4 > What Did You Figure Out > Discourse item below TEI

Original Text: With a partner, share the information that you found surprising or unexpected.

Updated Text: [delete icon and sentence]

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition***

ISBN: 9781616292553

Current Page Number(s): 273

Location: Reading Passage

Original Text: Asexual reproduction is reproduction in which offspring are produced by a single parent. Asexual reproduction primarily occurs through mitosis or cell division. In mitosis, a cell duplicates its DNA and splits into two identical cells. When an organism reproduces asexually, the offspring are genetically identical to, or clones of, the parent. This method of reproduction usually occurs in a very short time.

Mitosis is the same process that living things use to create new cells as they grow or heal. When we get a cut on our skin, the cells divide to create new cells as our skin heals. All multicellular organisms, like plants and animals, depend on mitosis for growth and repair. However, not all living things can use mitosis to reproduce asexually.

Updated Text: Asexual reproduction is when offspring are produced by a single parent. The offspring are genetically identical clones of the parent. Many single-celled organisms reproduce asexually through cell division. In this process, a cell duplicates its genetic material and splits into two identical cells. This process usually takes less than a day.

Many multicellular organisms, like plants and animals, use cell division for growth and repair. Cell division in eukaryotes is called mitosis. Mitosis creates new cells for these organisms to grow or heal. To heal a cut on our skin, cells divide to create new cells to replace damaged ones. Prokaryotes, like bacteria, use cell division to reproduce asexually. In prokaryotes, cell division is called binary fission.

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/a006cbe1-d91f-4574-a4a2-d6c82c89b56c

Location: Unit 3 > Concept 2 > Lesson 1 > Whiteboard: Model

Original Text: Draw your initial model of the phenomenon.

Updated Text: Draw your initial model of the phenomenon. Save a snapshot of your model when you are finished. Then, upload it below.

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/2e22058a-ee68-4f2d-9404-779e5234cacf

Location: Unit 4 > Concept 5 > Lesson 3 > Reading Passage

Original Text: Asexual reproduction is reproduction in which offspring are produced by a single parent. Asexual reproduction primarily occurs through mitosis or cell division. In mitosis, a cell duplicates its DNA and splits into two identical cells. When an organism reproduces asexually, the offspring are genetically identical to, or clones of, the parent. This method of reproduction usually occurs in a very short time.

Mitosis is the same process that living things use to create new cells as they grow or heal. When we get a cut on our skin, the cells divide to create new cells as our skin heals. All multicellular organisms, like plants and animals, depend on mitosis for growth and repair. However, not all living things can use mitosis to reproduce asexually.

Updated Text: Asexual reproduction is when offspring are produced by a single parent. The offspring are genetically identical clones of the parent. Many single-celled organisms reproduce asexually through cell division. In this process, a cell duplicates its genetic material and splits into two identical cells. This process usually takes less than a day.

Many multicellular organisms, like plants and animals, use cell division for growth and repair. Cell division in eukaryotes is called mitosis. Mitosis creates new cells for these organisms to grow or heal. To heal a cut on our skin, cells divide to create new cells to replace damaged ones. Prokaryotes, like bacteria, use cell division to reproduce asexually. In prokaryotes, cell division is called binary fission.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition***

ISBN: 9781616292553

Current Page Number(s): 274

Location: Reading Passage

Original Text: Bacteria cells can replicate their genetic material and split into two new organisms in a process called binary fission. Each daughter cell grows and further divides into two more cells. Under ideal conditions, a small population of bacteria can divide to produce millions of offspring in just a few hours.

Updated Text: Recall that bacteria cells can split into two new cells through binary fission. Each cell grows and then divides into two more cells. Under ideal conditions, a small population of bacteria can divide to produce millions of offspring in just a few hours.

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/9fb2c710-1b20-420f-b061-6031d7859608

Location: Unit 3 > Concept 2 > Lesson 3 > Whiteboard: Plate Boundaries and Earthquakes

Original Text: Complete the graphic organizer about plate boundaries and earthquakes. Record three interesting facts in the top row, two ways the information is significant in the second row, and a one-sentence summary in the bottom row.

Updated Text: Complete the graphic organizer about plate boundaries and earthquakes. Record three interesting facts in the top row, two ways the information is significant in the second row, and a one-sentence summary in the bottom row. Save a snapshot of your graphic organizer when you are finished. Then, upload it below.

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/2e22058a-ee68-4f2d-9404-779e5234cacf

Location: Unit 4 > Concept 5 > Lesson 3 > Reading Passage

Original Text: Bacteria cells can replicate their genetic material and split into two new organisms in a process called binary fission. Each daughter cell grows and further divides into two more cells. Under ideal conditions, a small population of bacteria can divide to produce millions of offspring in just a few hours.

Updated Text: Recall that bacteria cells can split into two new cells through binary fission. Each cell grows and then divides into two more cells. Under ideal conditions, a small population of bacteria can divide to produce millions of offspring in just a few hours.

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/057fc0ff-41bb-4f49-a416-06002ff5b626

Location: Unit 3 > Concept 4 > Lesson 3 > Lesson Planning > Analyze

Original Text: Planetary Patterns
Record the patterns you observe in each property among the planets.
Speed: Speed decreases with distance from the sun.
Revolution: The period of revolution, or length of a year, increases with distance from the sun.
Rotation: The planets closest to the sun have the longest days, and the distant planets have short days.
Temperature: The temperature generally decreases with distance from the sun, although Venus has an unusually high temperature.
Mass: The four inner planets are much less massive than the four outer planets.

Updated Text: Planetary Patterns
Record the patterns you observe in each property among the planets.
Surface: Outer planets have a gaseous surface. Inner planets have a rocky surface.
Satellite: Outer planets have many satellites. Inner planets have few or no satellites.
Rings: Outer planets have rings. Inner planets have no rings.
Size: Outer planets are large. Inner planets are relatively large.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition***

ISBN: 9781616292553

Current Page Number(s): 173

Location: Reading Passage

Original Text: Cells need a constant input and output of water to get the material they need to operate smoothly.

Updated Text: Cells need a constant input and output of water to operate smoothly.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition***

ISBN: 9781616292522

Current Page Number(s): 198

Location: Interpreting Data rubric

Link to Updated Content:

View Updated Content

Original Text: see original content in URL_for_Updated_Text

Updated Text: see new content in URL_for_Updated_Text

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f55cce5b-6f06-4968-8122-1a02ee7ef2a0

Location: Unit 4 > Concept 3 > Lesson 4 > Reading Passage

Original Text: Cells need a constant input and output of water to get the material they need to operate smoothly.

Updated Text: Cells need a constant input and output of water to operate smoothly.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition***

ISBN: 9781616292478

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition***

ISBN: 9781616292553

Current Page Number(s): 175

Location: Reading Passage

Original Text: release nitrogen gas back into the atmosphere.

Updated Text: release nitrogen back into the soil and atmosphere.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition***

ISBN: 9781616292478

Current Page Number(s): xxvi-xxvii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f55cce5b-6f06-4968-8122-1a02ee7ef2a0

Location: Unit 4 > Concept 3 > Lesson 4 > Reading Passage

Original Text: release nitrogen gas back into the atmosphere.

Updated Text: release nitrogen back into the soil and atmosphere.

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

ISBN: 9781616292492

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292492

Current Page Number(s): xxvi-xxvii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition***

ISBN: 9781616292553

Current Page Number(s): 291

Location: Reading Passage

Original Text: Asexual reproduction usually occurs through mitosis, a process where one cell divides into identical cells.

Updated Text: Asexual reproduction usually occurs through cell division. Cell division is called mitosis in eukaryotes and binary fission in prokaryotes.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition***

ISBN: 9781616292515

Current Page Number(s): xvi

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/88062f8d-e207-47bd-8191-f1a5d066f277

Location: Unit 4 > Concept 5 > Lesson 5 > Reading Passage

Original Text: Asexual reproduction usually occurs through mitosis, a process where one cell divides into identical cells.

Updated Text: Asexual reproduction usually occurs through cell division. Cell division is called mitosis in eukaryotes and binary fission in prokaryotes.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition***

ISBN: 9781616292515

Current Page Number(s): xxxiv-xxxv

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition***

ISBN: 9781616292553

Current Page Number(s): 291

Location: Reading Passage

Original Text: Organisms that reproduce asexually typically produce many offspring in a relatively short amount of time.

Updated Text: Some organisms that reproduce asexually can produce many offspring in a relatively short amount of time.

Component: ***Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Teacher Edition***

ISBN: 9781616292539

Current Page Number(s): xvi

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291495

Current Page Number(s): https://app.discoveryeducation.com/learn/player/88062f8d-e207-47bd-8191-f1a5d066f277

Location: Unit 4 > Concept 5 > Lesson 5 > Reading Passage

Original Text: Organisms that reproduce asexually typically produce many offspring in a relatively short amount of time.

Updated Text: Some organisms that reproduce asexually can produce many offspring in a relatively short amount of time.

Publisher: Savvas Learning

Science, Grade 7

Program: *Texas Experience Science Grade 7 (Print with digital): TEKS*

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Location: First 2 paragraphs of Authentic Reading - Einstein's Refrigerator

Publisher: Houghton Mifflin Harcourt

Science, Grade 7

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 7: ELPS*

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 7.9.B, Elaborate, Screen 2

Location: All paragraphs of text on Screen 2

Publisher: McGraw Hill

Science, Grade 7

Program: *McGraw Hill Texas Science, Grade 7: ELPS*

Component: *McGraw Hill Texas Science Grade 7 Write-In Print Student Edition*

ISBN: 9781264902040

Current Page Number(s): 249

Location: Lesson 6.2, Solid Waste paragraph image

Original Text: Image placed has one hand holding plastics and other garbage found in gyres and on beaches.

Updated Text: New image placed has two hands in gloves holding plastics and other garbage found in gyres and on beaches.

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: Nature’s Impact on Climate

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Added information to Nature's Impact on Climate
Climate change is defined by extreme or recurring changes in an area’s average weather conditions over an extended period of time (can be thousands of years).
It is important to note that global teamperature measurements have only been collected since the 1970’s with the use of satellites. Scientists analyze data of global temperature measurements along with additional data from ice cores to look for trends in climate and natural events.

Added informationto Meteor Impacts
The asteroid believed to have killed the dinosaurs 66 million years ago released particles and gases high into the atmosphere, blocking out the Sun for years, preventing plants from photosynthesizing, and causing permanent winters and a significant change to the Earth’s climate.
Gases from these fires can increase the amount of greenhouse gases in the atmosphere leading to changes in climate.

Rephrase Release and Absorption of Greenhouse Gases information
However, changes in the atmosphere that occur due to natural events or human activities can amplify the greenhouse effect, impacting Earth’s surface temperature to rise and influencing climate. The Sun’s radiation (or lack thereof) reaching Earth’s surface along with the atmospheric gases play a large role in the overall changes in climate.

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): Q4, Q10

Location: Nature’s Impact on Climate

Link to Updated Content:

View Updated Content

Original Text: New Content

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

Rephrase Q10
10.Climate changes occur in a natural cycle of cooling and warming. This has been occurring for thousands of years.

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

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

Location: Nature's Impact on Climate

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Updated "How Do Greenhouse Gases Affect Earth's Climate?" information:
It is hypothesized that carbon dioxide levels in the atmosphere have cycled over the past million years. Data collected from ice cores indicates for the last 800,000 years carbon dioxide levels have fluctuated as seen in the graph on the solid purple line. In 1958, observations of carbon dioxide levels began at the Mauna Loa Volcanic Observatory. That data is seen on the dotted lines in the graph.

Current human activities and natural processes increase levels of greenhouse gases.

Added Carbon Dioxide over 800,000 years graph

Rephrase Sumarize It! Q5
5 How has temperature changed due to volcanic eruptions?
A Temperatures worldwide have risen about 2.1 degree Celsius after the eruption
B Temperatures in the immediate area can vary based on what is released during the eruption
C Temperature decreased as more heat passed through atmosphere and back into space
D Temperatures in the immediate area increase due to the molten lava

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

ISBN: 9798888266939

Link to Current Content:
View Current Content

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

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

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Human Impact on Climate Change

Original Text: New Content

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

Rephrase the Identifying Misconceptions • Prompt 1
Fiction. The increase in carbon dioxide in the atmosphere has been attributed to human activities.

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: Rephrase Climate Change Greenhouse gases include carbon dioxide, nitrous oxide, fluorinated gases, and methane. Based on ice cores and other data, most scientists agree that the modern-day changes to the climate are the result of human activities that have increased the greenhouse gas content of Earth's atmosphere. Rephrase Human Impact on Climate Change Indications that Earth's climate is changing can be seen in the changes in rain patterns, rising sea levels, and ice and snow melting sooner than usual each winter. As temperatures continue to change, we will see even more changes impacting ecosystems, animals, and humans. In the past, climate change could generally be attributed to natural causes like changes in solar energy, volcanic eruptions, and natural greenhouse gas concentrations. Since that period, however, human activity has contributed more by adding carbon dioxide and other gases to the

atmosphere. These activities include emissions from various forms of transportation, electricity production, industrial and manufacturing processes, livestock, and agriculture. A measure of how much any activity, industry, community, or individual contributes to greenhouse gas emissions is called its carbon footprint. Efforts to reduce greenhouse gases include lower-emission fuels, more efficient vehicles, improved housing insulation, and carbon capture.

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): 3

Location: paragraph 1

Link to Updated Content:

View Updated Content

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

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

According to this theory, the universe began as a single, tiny point—smaller than an atom—called a singularity. This singularity was infinitely hot and briefly dense; it contained all the matter and energy currently in the universe. The Big Bang was the moment when all this matter and energy suddenly expanded from this singularity. The universe has been expanding ever since.

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

ISBN: 9798888266939

Link to Current Content:
View Current Content

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

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

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): 3, 9

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Rephrase "What Is Climate Change?"
Earth is currently in the warming part of the cycle. In recent years, global temperatures have been on the rise at an accelerated rate. This is due in part to the increase of carbon dioxide in the atmosphere from human activities.

Rephrase "How Can Human Activities Positively Influence Climate?"
While humans do contribute to an increase of carbon in the atmosphere and hydrosphere, there are things we can do to limit our impact. Choose to walk or bike whenever it is possible. Conserve energy by reducing usage. We can plant trees to help offset trees that are cut down. Green roofs in urban areas are a great idea to help reduce temperatures in these areas. Everyday new technologies and initiatives are being implemented in the industrial and transportation sectors to positively impact the climate. For example, low-emission fuels and more efficient materials for vehicles are being developed to reduce the amount of carbon dioxide released into the atmosphere. Many large companies plant trees to offset any carbon emissions. Industrial plants can add carbon dioxide scrubbers to absorb CO2 from exhaust gases.

Be an advocate on social media and support government officials who care about the climate. Support initiatives that work to reduce carbon emissions.

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New content

Updated Text: Remove wording from "All About Carbon" Life on Earth would not be possible without carbon. Our bodies and food contain carbon, rocks and sediment contain lots of carbon, and the atmosphere contains carbon. Carbon naturally helps keep Earth’s temperatures conducive to life. Carbon cycles between the spheres of Earth through a

natural process known as the carbon cycle, and it must stay in balance. Changes in the cycle's balance can cause more carbon gases to be put into the atmosphere, which increases the temperatures on Earth.

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

ISBN: 9798888266946

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

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New Content

Updated Text: Add the word "could" to answer choice c for Q6
c. Negative effects of an increase in carbon dioxide levels could outweigh the positive effects. Negative effects can include a decrease in the nutritional value of crops.

Rephrase question, update the correct answer, and replace image for Q7
7. The images provided here show how human action can impact climate. In which number locations are examples of human activties that have positive impact on the climate?
Answer choice: 2, 3, 6 Carpooling, planting trees, and recycling are activities that have a positive impact on climate.

Rephrase answer choices and digital student feedback for Q8 Part B
Part B
Which statement best explains the answer to Part A?
a. Most agriculture and residential areas are cities.
b. and transportation are relied upon for daily life by many people.
c. Agriculture pollutes in multiple ways.
d. Industry cuts down trees.
Answer Choice Digital Student Feedback
A Incorrect. Electricity and transportation are used daily by large populations, resulting in large carbon dioxide emissions.
B Correct!
C Incorrect. Electricity and transportation are used daily by large populations, resulting in large carbon dioxide emissions.
D Incorrect. Electricity and transportation are used daily by large populations, resulting in large carbon dioxide emissions.

Replace Q/A 9
9. The graph shows data on the carbon dioxide released back into the atmosphere as part of the carbon cycle during the production of different foods.
Which of the following claims is supported by the data?
a. The highest carbon emissions come from the production of dairy products.
b. Producing 1 lb of carrots results in more carbon emissions than producing 1 lb of tomatoes
c. Producing food from plants results in more carbon dioxide emissions than from animals.
d. Carbon emissions are higher for the production of beef than for chicken and pork combined.
Answer Choice Digital Student Feedback
A Incorrect. Review the amounts of carbon emissions in the graph.
B Incorrect. Review the amounts of carbon emissions in the graph.
C Incorrect. Review the amounts of carbon emissions in the graph.
D Correct!

Rewrite Q10

10. In Houston, Texas the historic Barbara Johnson Post Office's roof has been converted into a five acre garden called the Skylawn. How can projects like this reduce the effects of urbanization and positively impact the climate?
Write your answer in the space below.

Constructed Response Rubric
10 The student's response correctly identified how projects like this reduce the effects of urbanization and positively impact the climate.
5 The student's response correctly identified how projects like this reduce the effects of urbanization or positively impact the climate.
0 The student's response incorrectly identified how projects like this reduce the effects of urbanization and positively impact the climate. OR The student's response is blank, irrelevant, or too brief to evaluate.

A possible student response could include the following:
This helps with the climate in a few ways. First, the plants on Skylawn take in carbon dioxide, which is a greenhouse gas Second, Skylawn makes the city cooler because the plants provide shade and reduce the 'heat island' effect from all the concrete and buildings in the city. Accept other reasonable answers.

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New content

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

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New Content

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

Reducing the Effects of Urbanization
3 - Information about the ways to reduce the effects of urbanization was accurate, relevant, and clearly presented.
2 - Information about the ways to reduce the effects of urbanization was somewhat accurate, relevant, and clearly presented.
1 - Information about the ways to reduce the effects of urbanization was unclear.
0 - Information about the ways to reduce the effects of urbanization was missing, inaccurate, or plagiarized.

Solutions
3 - The student presented an accurate and realistic depiction of solutions to reduce the effects of urbanization.
2 - The student presented a somewhat accurate and realistic depiction of solutions to reduce the effects of urbanization.
1 - The student presented an inaccurate and unrealistic depiction of solutions to reduce the effects of urbanization.
0 - The student did not present any depiction of solutions to reduce the effects of urbanization.

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

ISBN: 9798888266946

Current Page Number(s): NA

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New content

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

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New content

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

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

ISBN: 9798888266946

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New content

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

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

ISBN: 9.79889E+12

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Human Impact on Climate Change

Link to Updated Content:

View Updated Content

Original Text: New Content

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***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/fc3241b8-58e1-4fa9-8bbd-1e3c95d2be71

Location: Unit 2 > Concept 4 > Lesson 5 > Lesson Planning > Analyze > Discourse questions > fifth bullet

Original Text: • Why does the mass of the system decrease if matter is conserved in chemical reactions? The system lost mass because the reaction produced a gas (carbon dioxide), which escaped into the air. Had we been able to capture the gas and measure its mass, we could have demonstrated that the reaction followed the law of conservation of mass.

Updated Text: • Why does the mass of the system decrease if matter is conserved in chemical reactions? All chemical reactions obey the law of conservation of mass. In our experiments, the system lost mass because the reaction produced a gas (carbon dioxide), which escaped into the air. Had we been able to capture the gas and measure its mass, we could have demonstrated that the reaction followed this law.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/ba6b707a-8e96-49ae-b86c-8b7e0d6235aa

Location: Unit 2 > Concept 3 > Lesson 6 > Reading Passage

Original Text: The development of these tapioca balls

Updated Text: The development of these popping pearls

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

ISBN: 9781616292607

Current Page Number(s): 117

Location: Reading Passage

Original Text: These are produced somewhat differently from tapioca pearls.

Updated Text: These are produced somewhat differently from popping pearls.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/ae329e3d-7e33-42db-bd92-dc1fea08f187

Location: Unit 1 > Concept 1 > Lesson 2 > Lesson Planning > Hands-On Activity > Preparation

Original Text: Preparation
To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Updated Text: Preparation
If latex allergies are a concern, please be sure to use latex-free balloons. To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/ba6b707a-8e96-49ae-b86c-8b7e0d6235aa

Location: Unit 2 > Concept 3 > Lesson 6 > Reading Passage

Original Text: These are produced somewhat differently from tapioca pearls.

Updated Text: These are produced somewhat differently from popping pearls.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition***

ISBN: 9781616292560

Current Page Number(s): 8

Location: Preparation

Original Text: Preparation
To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Updated Text: Preparation
If latex allergies are a concern, please be sure to use latex-free balloons. To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition***

ISBN: 9781616292614

Current Page Number(s): 8

Location: Materials List

Original Text: • Beaker
• Graduated cylinder
• Temperature probe
• Hot plate
• Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

Updated Text: • Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/474faf38-c240-48e2-a65b-c5271455e6d9

Location: Unit 2 > Concept 1 > Lesson 1 > Lesson Planning > Materials List > second bullet

Original Text: • Smaller pot that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

Updated Text: • Smaller pot or beaker that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)
• Hand protection

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition***

ISBN: 9781616292560

Current Page Number(s): xviii

Location: Lesson 2: Investigating the Second Law, Advance Prep

Original Text: Advance Prep: To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Updated Text: Advance Prep: If latex allergies are a concern, please be sure to use latex-free balloons. To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition***

ISBN: 9781616292621

Current Page Number(s): 9

Location: Materials List

Original Text: • Beaker
• Graduated cylinder
• Temperature probe
• Hot plate
• Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

Updated Text: • Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

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

ISBN: 9781616292591

Current Page Number(s): xxviii

Location: Lesson 1 > Observing Water Distillation > Materials List > Second bullet

Original Text: • Smaller pot that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

Updated Text: • Smaller pot or beaker that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)
• Hand protection

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Student Edition***

ISBN: 9781616292645

Current Page Number(s): 172

Location: Reading Passage

Original Text: Measure of species variation in an area is called a biodiversity index.

Updated Text: The measure of different species in an area is called its biodiversity index.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/cea1133e-1e15-423c-8704-287ac36ca492

Location: Materials List

Original Text: • Beaker
• Graduated cylinder
• Temperature probe
• Hot plate
• Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

Updated Text: • Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/cea1133e-1e15-423c-8704-287ac36ca492

Location: Lesson Planning > Materials List

Original Text: • Beaker
• Graduated cylinder
• Temperature probe
• Hot plate
• Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

Updated Text: • Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

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

ISBN: 9781616292591

Current Page Number(s): 4

Location: Materials list, second bullet

Original Text: • Smaller pot that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

Updated Text: • Smaller pot or beaker that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)
• Hand protection

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/dc953125-215e-4c82-a166-ce9025a223bc

Location: Unit 4 > Concept 3 > Lesson 8 > Reading Passage

Original Text: Measure of species variation in an area is called a biodiversity index.

Updated Text: The measure of different species in an area is called its biodiversity index.

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

ISBN: 9781616292607

Current Page Number(s): 143

Location: Reading Passage

Original Text: In a chemical reaction, at least one substance is changed into a different substance. A chemical reaction occurs only if chemical bonds break, atoms rearrange, and new chemical bonds form to create different molecules. Chemical reactions can be difficult to visualize, so scientists invented a system to represent the changes that occur.

Updated Text: In a chemical reaction, a substance changes into a new substance. A chemical reaction occurs when atoms rearrange to create different molecules. The process involves chemical bonds breaking or forming. We cannot see this process with our eyes, so scientists have invented a system to describe how substances change.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/a9bc31e5-c01f-400e-8111-1df245619475

Location: Unit 2 > Concept 1 > Lesson 4 > Reading Passage

Link to Updated Content:

View Updated Content

Original Text: see original content in URL_for_Updated_Text

Updated Text: see revised content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition***

ISBN: 9781616292614

Current Page Number(s): xxviii

Location: Materials List

Original Text: • Beaker
• Graduated cylinder
• Temperature probe
• Hot plate
• Clear cup
• Hot water
• Ice cubes

• Plastic wrap
• Rubber band

Updated Text: • Clear cup
• Hot water
• Ice cubes
• Plastic wrap
• Rubber band

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/21088e37-92bf-426b-95fe-d825a21a9db0

Location: Unit 2 > Concept 4 > Lesson 4 > Reading Passage

Original Text: In a chemical reaction, at least one substance is changed into a different substance. A chemical reaction occurs only if chemical bonds break, atoms rearrange, and new chemical bonds form to create different molecules. Chemical reactions can be difficult to visualize, so scientists invented a system to represent the changes that occur.

Updated Text: In a chemical reaction, a substance changes into a new substance. A chemical reaction occurs when atoms rearrange to create different molecules. The process involves chemical bonds breaking or forming. We cannot see this process with our eyes, so scientists have invented a system to describe how substances change.

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

ISBN: 9781616292607

Current Page Number(s): 25-29

Location: Reading passage

Link to Updated Content:

View Updated Content

Original Text: See original text in URL_for_Updated_Text

Updated Text: See revised text in URL_for_Updated_Text

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

ISBN: 9781616292607

Current Page Number(s): 144

Location: Reading Passage

Original Text: Chemical equations use coefficients and subscripts to show the number of substances and atoms involved in a chemical reaction.

Updated Text: Chemical equations use coefficients and subscripts to show the number of molecules and atoms involved in a chemical reaction.

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition***

ISBN: 9781616292560

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/21088e37-92bf-426b-95fe-d825a21a9db0

Location: Unit 2 > Concept 4 > Lesson 4 > Reading Passage

Original Text: Chemical equations use coefficients and subscripts to show the number of substances and atoms involved in a chemical reaction.

Updated Text: Chemical equations use coefficients and subscripts to show the number of molecules and atoms involved in a chemical reaction.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): xx-xxi

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292607

Current Page Number(s): 76

Location: Reading Passage

Original Text: Its needed for drinking

Updated Text: It is needed for drinking

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

ISBN: 9781616292591

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Student Edition***

ISBN: 9781616292645

Current Page Number(s): 145

Location: Reading Passage

Original Text: The study of how food webs

Updated Text: The process of how food webs

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

ISBN: 9781616292591

Current Page Number(s): xxxii-xxxiii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/66bc2670-d9f6-40b1-add9-5d84108736a3

Location: Unit 4 > Concept 3 > Lesson 5 > Reading Passage

Original Text: The study of how food webs

Updated Text: The process of how food webs

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition***

ISBN: 9781616292614

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292607

Current Page Number(s): 116

Location: Reading Passage

Original Text: It combines tea and fruit or milk along with tapioca “bubbles” or balls. These bubbles burst and release flavor when you bite into them. How do you think the tapioca balls are made?

Updated Text: It combines tea and fruit or milk along with tapioca “bubbles” or pearls. Certain types of pearls are called "popping bubbles" or "popping pearls." They are filled with fruit juices and “pop” when you bite into them. How do you think the pearls are made?

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition***

ISBN: 9781616292614

Current Page Number(s): xxx-xxxi

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: ***Science Techbook for Texas by Discovery Education: Grade 8***

ISBN: 9781616291501

Current Page Number(s): https://app.discoveryeducation.com/learn/player/ba6b707a-8e96-49ae-b86c-8b7e0d6235aa

Location: Unit 2 > Concept 3 > Lesson 6 > Reading Passage

Original Text: It combines tea and fruit or milk along with tapioca “bubbles” or balls. These bubbles burst and release flavor when you bite into them. How do you think the tapioca balls are made?

Updated Text: It combines tea and fruit or milk along with tapioca “bubbles” or pearls. Certain types of pearls are called "popping bubbles" or "popping pearls." They are filled with fruit juices and “pop” when you bite into them. How do you think the pearls are made?

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Teacher Edition***

ISBN: 9781616292638

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616292607

Current Page Number(s): 117

Location: Reading Passage

Original Text: The development of these tapioca balls

Updated Text: The development of these popping pearls

Component: ***Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Teacher Edition***

ISBN: 9781616292638

Current Page Number(s): xxvi-xxvii

Location: Standards Alignment

Link to Updated Content:

View Updated Content

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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): 4

Location: top of page

Link to Updated Content:

View Updated Content

Original Text: N/A

Updated Text: image only

Component: ***2024 Edusmart Science Grade 8***

ISBN: 9781939511249

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: N/A

Updated Text: image 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 3, Chapter 6, chapter title

Link to Updated Content:

View Updated Content

Original Text: Cli-Fi Project

Updated Text: Future Weather Project

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3 "Weather and Climate", Overview tab, section: Storyline, final sentence.

Link to Updated Content:

View Updated Content

Original Text: The unit wraps up by having students write a “cli-fi” (climate-fiction) story about future weather and climate extremes in one of their adopted cities, to alert people in those cities about potential changes.

Updated Text: The unit wraps up by having students write a news story about a future weather event in one of their adopted cities.

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit Roadmap, all instances

Link to Updated Content:

View Updated Content

Original Text: Create a story warning friends and family about future weather and climate extremes.

Updated Text: Write a news story about a future weather event in a city

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3, Lesson 3.35 Future Weather Project: News Story Part I, see file: a-cli-fi-project.pptx

Link to Updated Content:

View Updated Content

Original Text: Slide 4: Create a story, for friends or family who live in another city/town, warning them about possible future weather and climate extremes. Slide 7: Our final project is to create a cli-fi story and science report. The details are as follows: Audience: people from one of your adopted city locations (not your home town.) Purpose: Provide information about possible weather and climate extremes in the future in that city. Your cli-fi project will have the following components: A cli-fi short story that contains reference to your adopted city and possible changes in the future. A science section that describes current weather and climate, and future predictions for your adopted city. At the end of the project, you are encouraged to send your cli-fi story and science report to your friend or family who live in your adopted city.

Updated Text: Slide 3: Create a news story about a future weather event in one of your adopted cities. Slide 5: Our final project is to write a news story and science report. The details are as follows: Audience: people from one of your adopted city locations (not your home town.) Purpose: Provide a peek into the future about possible weather events in that city. Your Future Weather project will have the following components: A news story about a weather event in your adopted city. It should be interesting, yet realistic. Use what you learned about the weather and climate in this city, along with how weather and climate are affected by warming temperatures.. A science section that describes current weather and climate, and future predictions for your adopted city. At the end of the project, you will share your news story with classmates.

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3, Chapter 4, chapter title

Link to Updated Content:

View Updated Content

Original Text: Climate Change

Updated Text: Global Climate

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3, Lesson 3.35 Future Weather Project: News Story Part I, see file: b-cli-fi-example.pdf

Link to Updated Content:

View Updated Content

Updated Text: July 4, 2070. Many people in the city of San Francisco do not have air conditioning in their homes. Instead, they depend on Mother Nature to keep them cool during the summer months. However, recent warming of Earth's oceans has changed the typically foggy weather associated with this City on the Bay. Since the turn of the century, ocean

temperatures have steadily warmed. As a result, the normally cold waters of the Pacific current along the coast of California do not produce as much advection fog in this area. Each year since the middle of this century, summer temperatures have risen slightly. There have also been more frequent heat waves. This summer has been particularly brutal as we are currently experiencing day ten of 95°F temperatures, and residents are struggling. The effects of long term heat-waves are many. The elderly, very young, and those working outside are at highest risk. Here in the city, 25 residents have died from heat-related illnesses. Most of the deaths were elderly people who died in hot, stuffy rooms in their residences. Exposure to high temperatures can lead to heat exhaustion. Symptoms to watch for include heavy sweating; cold, pale, clammy skin; fast, weak pulse; nausea or vomiting; muscle cramps, dizziness, headache. If you or anyone you know experiences these symptoms, move to a cool place, loosen clothing, place cool, wet cloths on your body or take a cool bath, sip water. A more severe result of heat exposure is heat stroke. Symptoms include high body temperature; hot, red skin; fast, strong pulse, headache, dizziness, nausea, loss of consciousness. Heat stroke is a medical emergency and 911 should be called immediately. If possible, move the person to a cooler place and try to lower the body temperature with wet cloths or a cool batch. Do NOT give anything to drink. Officials have opened cooling centers at libraries around the city. Roasting residents can seek relief at the following library locations: Sunset (94122) West Portal (94127) Western Addition (94115) All libraries are open from 10-6 Monday-Saturday and Noon-5 on Sunday. Stay cool, San Francisco—the end is in sight. Meteorologists are called for a cooling trend beginning tomorrow.

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3, Lesson 3.35 Future Weather Project: News Story Part I, see file: c-story-activity-worksheet.pdf

Link to Updated Content:

View Updated Content

Updated Text: Here are some tips to think about when creating your new story. Who is your audience? Someone from your adopted city. What is your purpose of the story? To inform people about a weather event that impacts their lives. Where does the story take place? In your adopted city! What information do you want to get across? Inform people about possible negative impacts of the weather event. It could be related to temperature extremes, strong storms, drought, or floods. It could be one event, or different events. In the space below, start writing down some ideas for stories. If you get stuck, think about what makes your adopted city famous or interesting, e.g., famous people who have lived in or were born in that city; the beautiful landscapes, a place to go for adventure, etc.

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3, Lesson 3.35 Future Weather Project: News Story Part I, see file: d-cli-fi-project-rubric.pdf

Link to Updated Content:

View Updated Content

Original Text: Story Components – Climate Change and Potential Hazards Story contains accurate climate change information relevant to adopted city clearly showing causal relationship between climate change and potential hazards. Story contains accurate climate change information relevant to adopted city but does not clearly show a causal relationship between climate change and potential hazards. The climate change depicted is not entirely accurate relevant to the adopted city and any causal relationship between the change and potential hazards is incorrect. There is no climate change depicted or the climate change suggested is not at all likely in the adopted city.

Component: ***Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3, Lesson 3.35 Future Weather Project: News Story Part I, see file: e-weather-and-climate-culminating-experience-teacher-guide.pdf

Link to Updated Content:

View Updated Content

Updated Text: Introduction: Throughout this unit, students have been studying the weather and climate of three adopted cities where they have a personal connection through friends or family. In the culminating project, students will write a news story about a weather event in one of their adopted cities. Through their stories, students will need to demonstrate an understanding of current weather in their adopted cities and how this may change in the future. After creating their stories, students will share them with classmates.; Thought Starters What types of newsworthy weather events could happen in your adopted city? Think of all type that are possible including, flooding, high winds, drought, tornado, hurricane, snow storm, etc. What structures in the city might be affected? How has the weather changed in the city over the years? Will you highlight specific people in your story? Have people prepared for weather events such as this? How have recent weather events affected people in the city? Example, Instructions, Rubric

Component: ***Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3, Lesson 3.37 Future Weather Project: Weather and Climate Part I, see file: a-cli-fi-project-instructions.pdf

Link to Updated Content:

View Updated Content

Original Text: Section 1: The Cli-Fi Story: A short cli-fi story that is relevant to the particular adopted city and contains information about future weather and climate extremes that may help the reader learn something new. The story should be fun and entertaining, not like a textbook or documentary. Howver the story should also help the reader better understand what climate change may mean for them in their city.

Updated Text: Section 1: The News Story: A short news story about a weather event that takes place in the adopted city. The story should be interesting, but realistic. It must be based on the current weather and climate of the city as well as likely changes due to warming global temperatures. The story should help the reader better understand what the future may hold for people in this city.

Component: ***Online Lesson Plans***

ISBN: 9781948845687

Link to Current Content:
View Current Content

Location: Unit 3 "Weather and Climate", Overview Tab, section: "Introduction", subsection: "Challenge"

Link to Updated Content:

View Updated Content

Original Text: Warn friends and family about future weather and climate extremes.

Updated Text: Write a news story about a future weather event in a city

Publisher: Houghton Mifflin Harcourt

Science, Grade 8

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS*

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 8.10.A, Elaborate, Screen 4

Location: COLLABORATE prompt

Original Text: COLLABORATE: With a partner or small group, research a proposed idea for climate engineering. Develop a model that describes the technique, the expected result, potential side effects, and any ethical or regulatory issues.

Updated Text: COLLABORATE: With a partner or small group, research an idea that has been proposed to mitigate some of the effects of climate change. Develop a model that describes the technique, the expected result, potential side effects, and any ethical or regulatory issues.

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 8.11.B, Exploration 1, Screen 3

Location: First paragraph, first sentence

Original Text: Levels of carbon dioxide in the atmosphere started to rise in the middle 1700s, when people began using machines to manufacture goods such as textiles.

Updated Text: From the middle 1700s and throughout the 1800s, people began using more and more machines to manufacture materials such as textiles.

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 8.11.B, Elaborate, Screen 2

Location: Three text paragraphs, above photo

Publisher: McGraw Hill

Science, Grade 8

Program: *McGraw Hill Texas Science, Grade 8: TEKS*

Component: *McGraw Hill Texas Science Grade 8 Write-In Print Student Edition*

ISBN: 9781265568641

Current Page Number(s): 152

Location: Lesson 4.3, Theories of the Origin of the Universe, paragraph 2

Original Text: The most accurate model we have for the origin of the universe so far is the Big Bang model. This model not only helps us understand what has happened to the universe in the past, but it gives the ability to determine what might happen in the future.

Updated Text: The most accurate model we have for the origin of the universe so far is the Big Bang model. This model not only helps us understand what has happened to the universe in the past, but it gives the ability to determine what might happen in the future. Scientists continue to evaluate proposed hypotheses using new data and evidence as it becomes available.

Publisher: Savvas Learning

Science, Grade 8

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

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 320

Location: Question 2, option a

Original Text: a. Carbon dioxide in the atmosphere traps heat, causing Earth's temperature to increase.

Updated Text: a. Carbon dioxide in the atmosphere absorbs heat, which causes Earth to be warmer than it would be without carbon dioxide in the atmosphere.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Link to Current Content:
View Current Content

Current Page Number(s): xxx-xxxvi

Location: TEKS correlation, throughout pages

Link to Updated Content:

View Updated Content

Original Text: pages xxxiv-xxxvi did not reference SEPs and Themes.

Updated Text: Updated page references to reflect the new order of Topics 1-3; added related SEPs and Themes to each content TEKS. The latter change added one page to the correlation. Blank page xxxvii became a correlations page.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 340

Location: Caption at left side of page

Updated Text: **Carbon Dioxide and the Climate**

The graph shows combined data on global temperature and carbon dioxide in the atmosphere. It provides evidence that increasing amounts of greenhouse gases in the atmosphere can cause an increase in global temperature. Temperature data can be gathered from satellites, as well as tree rings and other sources.

Component: ***Grade 8 Digital Components***

ISBN: 9781428553903

Current Page Number(s): Student pdf 1st page

Location: paragraph under Primary Succession, last sentence

Original Text: Soil is an essential first step to building a thriving ecosystem where diverse species can grow.

Updated Text: Soil is an essential first step to building a thriving ecosystem with diverse species and growing populations.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 326

Location: Basal text, captions, and diagram

Component: ***Grade 8 Digital Components***

ISBN: 9781428553903

Current Page Number(s): Teacher pdf 1st page

Location: paragraph under Primary Succession, last sentence

Original Text: Soil is an essential first step to building a thriving ecosystem where diverse species can grow.

Updated Text: Soil is an essential first step to building a thriving ecosystem with diverse species and growing populations.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 316

Location: What You Need to Know, 3rd sentence

Original Text: But what role does the atmosphere play in trapping heat on Earth?

Updated Text: But what role do greenhouse gases, such as carbon dioxide, play in keeping Earth warm enough for life as we know it?

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 224-226

Location: Read About It, multiple areas

Original Text: The universe as we know it began around 13.8 billion years ago.
Before this moment, everything that makes up the universe existed in
a tiny volume, no bigger than a period at the end of a sentence.

In a fraction of a second, the universe expanded from a tiny point. As the universe expanded, it slowly cooled.

Evidence for the Big Bang Theory

Updated Text: Evidence suggests that the universe as we know it began around 13.8 billion years ago. Before this moment, most astronomers think that everything that makes up the universe existed in a tiny volume, no bigger than a period at the end of the sentence.

According to the Big Bang theory, the universe expanded from a tiny point in a fraction of a second. As the universe expands, it cools.

Evidence for the Origin of the Universe

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 229

Location: Question at top of the page

Original Text: What evidence supports the Big Bang theory?

Updated Text: What scientific evidence is there for the origin of the universe?

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 336

Location: Top of page

Original Text: How does a growing population influence the climate?

Updated Text: How has the growth in human population impacted deforestation?

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 231

Location: Experience Review, Q1, Q3

Original Text: 1. Astronomers have concluded all of the following about the Big Bang except

3. SEP Develop Explanations Priya baked raisin bread over the weekend. She noticed that as the bread baked and expanded, the raisins moved further apart. Using the raisin bread as a model, explain how universe has changed overtime. Your explanation should be consistent with the Big Bang theory and evidence that supports it.

Updated Text: 1. Astronomers think all of the following about the origin of the universe except

3. SEP Develop Explanations Priya baked raisin bread over the weekend. She noticed that as the bread baked and expanded, the raisins moved further apart. Using the raisin bread as a model, explain how universe has changed overtime. Your explanation should be consistent with a theory regarding the origin of the universe and evidence that supports it.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Location: STEAM Activity, Student Edition

Original Text: Illustration of Power Plant SEP Define Problems A small farm is suffering from degraded soil and low crop yields. Many plants appear to be withering up and dying even though the soil is fertilized and there's been plenty of rainfall. The farmer thinks acid rain is to blame, and points to a new power plant that is upwind from the farm. It seems the combustion of coal in the power plant is producing pollutants that mix with water in the atmosphere, leading to acid rain downwind from the plant. You are an agronomist—a soil scientist—who has been hired as a consultant to help the farm. You must advise the farmer on how to mitigate the damage that his farm is suffering due to the acid rain. What recommendations can you make to help reduce the effects of low-pH rainfall on the farm and its soil? (Step 5) Assume the power plant and the acid rain are not going away.

Updated Text: (replace image of power plant with photograph of leaves showing acid rain damage)

SEP Define Problems You are an agronomist working abroad who helps small farms thrive. A farmer comes to you with a serious problem; the plants are withering and dying even though there's been plenty of rain. You visit the farm and take samples. One of the samples you take is of rain water and your test results show that the rain water has a pH of 4.2. Acid rain is falling onto the fields. You must advise the farmer on how to mitigate the damage caused by acid rain. What recommendations can you make that will help reduce the effects of low-pH rainfall on the farm and its soil?

(Step 5) Assume the acid rain is not going away.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 348

Location: Question 2

Original Text: **THEME Cause and Effect** The hottest temperatures in Dallas, Texas can average 36°C. Describe what may happen to Dallas' climate if human activities release greater amounts of greenhouse gases into the atmosphere.

Updated Text: **THEME Cause and Effect** Earth's climate has undergone many periods of stability and change. Periods of global cooling and global warming can dramatically affect life on Earth, in some cases causing mass extinction. Identify two factors that influence global climate and describe the cause-and-effect relationship between your chosen factors and climate change.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Location: STEAM Activity, Teacher Support

Original Text: Assume that the power plant and the acid rain are not going away.

A more viable approach for large-scale change in acid rain and ocean acidification is reducing the sources of the acids, namely emissions from power plants and the transportation sector.

Updated Text: Assume that the acid rain is not going away.

A more viable approach for large-scale change in acid rain and ocean acidification is reducing the sources of the acids, namely emissions from the transportation sector.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 343

Location: Basal text

Original Text: Governments can pass laws to reduce fossil fuel use and the release of greenhouse gases.

Updated Text: (Sentence deleted)

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Location: Make Informed Decisions

Original Text: For example, before deciding whether to install solar panels on your home, you might consider the high initial cost, their dependence on the weather, and their space requirements.

Updated Text: For example, before deciding whether to install solar panels on your home, you might consider the high initial cost, their dependence on the weather, their space requirements, and the materials used to make them.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 321

Location: Question 5

Original Text: SEP Use Models In the 1700s, the level of carbon dioxide in the atmosphere was around 280ppm (parts per million). Today, it is about 400 ppm. Based on your investigation, how do you think average temperatures on Earth may have changed? How do you think more carbon got into the atmosphere?

Updated Text: SEP Use Models Based on evidence, some scientists estimate that in the 1700s the level of carbon dioxide in the atmosphere was around 280 ppm (parts per million). This means that there were 280 molecules of carbon dioxide per million molecules of air. Based on your investigation, how do you think average temperatures on Earth may have changed. How might you explain the increase in the amount of carbon dioxide in the atmosphere?

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 324

Location: Basal text, first paragraph under Climate Change

Original Text: A stable climate is necessary for life on Earth. Climate change has occurred several times in Earth‘s history. Each time the climate has warmed or cooled, it has affected life on Earth.

Updated Text: A stable climate is necessary for life on Earth. Periods of climate change and stability have occurred throughout Earth's history. Each time the climate has warmed or cooled, it has affected life on Earth.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 341

Location: Photo at bottom of page, caption

Original Text: Photo: Image of Big Bend Power Station, a coal-fired power station

Caption: Mining and Burning The fuel burned to power most cars, trains, and planes comes from petroleum, which releases greenhouse gases into the atmosphere.

Updated Text: Photo: Image of airport with airplanes

Caption: Burning Fuel Transportation is a leading cause of greenhouse gas emissions in the United States. Over time, engines have been made more efficient so that less carbon dioxide is released as the vehicles travel the same distance.

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 345

Location: Photo at top right

Original Text: Photo: Image of cattle in a field

Updated Text: Photo: Image of tractor with sat nav technology

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 347

Location: Question 3

Original Text: SEP Analyze Data The data table shows the January monthly average concentration of carbon dioxide in the atmosphere above Hawaii for three different years. Describe some human activities that might be responsible and explain how this change may influence

climate.

Year | Atmospheric CO2 Concentration (ppm)
1980 | 337.9
2000 | 369.5
2020 | 413.6

Updated Text: SEP Analyze Data The Mauna Loa Observatory in Hawaii has measured the concentration of CO_2 in the atmosphere since 1958. This data table shows the January monthly average concentration of CO_2 in 4 different years. Is this data enough information to confirm that human activity is responsible for the rise in carbon dioxide emissions during this time period? Explain.

Year | Atmospheric CO2 Concentration (ppm)
1960 | 316.43
1980 | 337.9
2000 | 369.5
2020 | 413.6

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 310

Location: Top of page

Original Text: Why is this ice melting so fast?

Updated Text: Why is this lagoon changing?

Component: ***Grade 8 Student Activity Companion***

ISBN: 9781418398644

Current Page Number(s): 311

Location: Top of page

Original Text: Why is this ice melting so fast?

Updated Text: Why is this lagoon changing?

Publisher: McGraw Hill

Science, (Spanish) Grade 2

Program: *McGraw Hill Ciencias para Texas, Grado 2: TEKS*

Component: ***McGraw Hill Ciencias para Texas, Grado 2 Student Edition***

ISBN: 9781266309212

Current Page Number(s): 164

Location: after third paragraph, adding new (4th paragraph) text

Original Text: N/A

Updated Text: Thanks to Mario Molina's research, a treaty was signed in 1987. More than 190 countries have signed this treaty. It banned the use of many harmful chemicals. This helped protect the ozone layer.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Current Page Number(s): 165

Location: Use to Intervene

Original Text: How do the photos help you understand how the hole in the ozone layer has changed over time? Sample answer: From the photos, I can see that the hole grew from 1990 to the early 2000s. After 2010, the hole over Antarctica began to decrease in size.

Updated Text: How do the photos help you understand how the hole in the ozone layer changes over time? Sample answer: From the photos, I can see that the size of the hole changes from year to year.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Current Page Number(s): 164

Location: About the Photo, Questions and sample answers

Original Text: Ask: When did the hole begin to close up? Sample answer: 2010 Ask: Why do you think this is? Sample answer: Mario Molina discovered that CFCs were damaging the ozone layer, and people stopped using products with CFCs.

Updated Text: [delete questions and sample answers]

Component: *McGraw Hill Ciencias para Texas, Grado 2 Student Edition*

ISBN: 9781266309212

Current Page Number(s): 165

Location: paragraph of text, center of page

Original Text: The discovery won Mario Molina and his partners the Nobel Prize in Chemistry in 1995. Mario Molina continued to work to find ways to make the air cleaner. He cared deeply about the environment and wanted to find more ways to help Earth.

Updated Text: Mario Molina and his partners won the Nobel Prize in Chemistry in 1995. Mario Molina continued to work to find ways to make the air cleaner. He cared deeply about the environment and wanted to find more ways to help Earth.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Student Edition*

ISBN: 9781266309212

Current Page Number(s): 165

Location: top of page

Original Text: photo of Mario Molina receiving the Presidential Medal of Freedom from President Barack Obama. Caption: Mario Molina was given the Presidential Medal of Freedom for his important work.

Updated Text: Chart showing the Ozone Hole from the years 1981-2020. Caption: This chart shows the improvements in the ozone layer from 1981 to 2020.

Component: ***McGraw Hill Ciencias para Texas, Grado 2 Student Edition***

ISBN: 9781266309212

Current Page Number(s): 164

Location: Bottom of page

Original Text: illustration of ozone layer for the years 1980, 1989, and 2010

Updated Text: photo of Mario Molina receiving the Presidential Medal of Freedom from President Barack Obama. Caption: Mario Molina was given the Presidential Medal of Freedom for his important work. (This is not new content, it is being moved from page 165 to 164.)

Publisher: McGraw Hill

Science, (Spanish) Grade 4

Program: *McGraw Hill Ciencias para Texas, Grado 4: TEKS*

Component: ***McGraw Hill Ciencias para Texas, Grado 4 Student Edition***

ISBN: 9781266312694

Current Page Number(s): 251

Location: 2nd paragraph, 2nd and 3rd sentences

Original Text: Often scientists use weather information over a decade, or a period of ten years, to describe climate.

Updated Text: Often scientists use weather information spanning decades to describe climate. A decade is a period of ten years.

Publisher: Savvas Learning

Science, (Spanish) Grade 5

Program: *Texas Experimenta las Ciencias Grade 5 (Print with digital): TEKS*

Component: ***Cuaderno de actividades, Vol. 2***

ISBN: 9781428513891

Current Page Number(s): 58

Location: Topic 5 Experience 1 Read About It: Water Cycle and Weather, third paragraph

Original Text: Topic 5 Experience 1 Read About It: Water Cycle and Weather, third paragraph

Updated Text: (The corresponding changes will be made in Spanish.)

Scientists measure and record air and water temperatures around the world using a variety of methods. Scientists have found that Earth's temperature has increased and decreased throughout geologic history.

Component: ***Cuaderno de actividades, Vol. 2***

ISBN: 9781428513891

Current Page Number(s): 98

Location: Topic 5 Experience 1 Read About It: Natural Resources, third paragraph

Updated Text: (The corresponding changes will be made in Spanish.)

Mining and drilling for fossil fuels provides jobs and a reliable source of energy, but it also impacts the environment. Some types of mining remove layers of soil and rock, which can increase erosion and harm habitats. Mining and drilling may pollute nearby water sources. Burning fossil fuels releases carbon dioxide, which may impact the environment.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 6

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

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

ISBN: 9780358881605

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 6.11.B, Exploración 2, Screen 1

Location: Fourth paragraph (next to photo of wind turbines), third sentence

Original Text: Los científicos también han desarrollado tecnologías para eliminar la necesidad de extraer y quemar combustibles fósiles o aprovechar otros recursos disponibles. Por ejemplo, las turbinas eólicas usan el viento que ya sopla en una región y no queman combustibles fósiles para generar electricidad. Las turbinas eólicas generan energía limpia porque no contaminan el aire cuando están en funcionamiento. Sin embargo, la construcción de turbinas eólicas requiere recursos. La obtención de esos recursos puede afectar negativamente al medio ambiente.

Updated Text: Los científicos también han desarrollado tecnologías para eliminar la necesidad de extraer y quemar combustibles fósiles o aprovechar otros recursos disponibles. Por ejemplo, las turbinas eólicas usan el viento que ya sopla en una región y no queman combustibles fósiles para generar electricidad. Hay quienes consideran esta tecnología como "energía limpia" o "energía renovable", porque las turbinas eólicas no producen contamminación del aire cuando funcionan. Sin embargo, construir una turbina eólica requiere recursos y, obtener esos recursos, puede tener in impacto negativo en el medio ambiente.

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

ISBN: 9780358881605

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 6.11.B, Exploración 2, Screen 7

Location: Second paragraph (just above video), additional sentence to end paragraph

Original Text: Muchos grandes fabricantes de automóviles han invertido en el desarrollo de tecnología para vehículos eléctricos. Como los vehículos eléctricos no emiten contaminación atmosférica, su adopción generalizada podría mejorar notablemente la calidad del aire en muchas ciudades.

Updated Text: Muchos grandes fabricantes de automóviles han invertido en el desarrollo de tecnología para vehículos eléctricos. Como los vehículos eléctricos no emiten contaminación atmosférica, su adopción generalizada podría mejorar notablemente la calidad del aire en muchas ciudades. Este beneficio para una ciudad no elimina completamente la contaminación del aire, porque la electricidad que se necesita para los vehículos eléctricos suele producir contaminación del aire en otro lugar.

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

ISBN: 9780358881605

Link to Current Content:
View Current Content

Current Page Number(s): TEKS Lesson 6.13.C, Desarrolla, Screen 2

Location: Three paragraphs below photo

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

ISBN: 9780358881698

Link to Current Content:
View Current Content

Current Page Number(s): Administración de los recursos (TEKS 6.11) Test A

Location: Item 3

Updated Text: [This item is being deleted from TEKS 6.11 Test.]

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

ISBN: 9780358881698

Link to Current Content:
View Current Content

Current Page Number(s): Administración de los recursos (TEKS 6.11) Test A

Location: Item 5, second bullet

Publisher: Savvas Learning

Science, (Spanish) Grade 6

Program: *Texas Experimenta Las Ciencias Grade 6 (Print with digital): TEKS*

Component: ***Grade 6 Teacher Guide***

ISBN: 9781428553910

Current Page Number(s): 217

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 125)
(The corresponding changes will be made in Spanish.)
6.11A Research and describe why resource management is important in
reducing global energy poverty, malnutrition, and air and water pollution.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398699

Current Page Number(s): 295

Location: Paragraph 2, 2nd sentence

Original Text: It can convert car exhaust into less harmful gases, such as carbon dioxide and water vapor.

Updated Text: (The corresponding changes will be made in Spanish.)
It can convert car exhaust into gases that are not pollutants, such as water vapor and carbon dioxide.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Current Page Number(s): 227

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 131)
(The corresponding changes will be made in Spanish.)
6.11A Research and describe why resource management is important in
reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 300

Location: Question 1

Original Text: d. methane gas from herds of cattle on many large ranches

Updated Text: (The corresponding changes will be made in Spanish.)
d. ozone released by idling trucks across a county

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Current Page Number(s): 237

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 137)
(The corresponding changes will be made in Spanish.)
6.11A Research and describe why resource management is important in
reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 342

Location: Paragraph 1, 2nd to last sentence

Original Text: The graph shows the global energy-related CO2 emissions from 1990 to 2020. [graph with data from 1990 to 2020]

Updated Text: (The corresponding changes will be made in Spanish.)
The graph shows the global energy-related CO2 emissions from energy combustion and industrial processes from 1900 to 2021. [graph updated to show data from 1900 to 2020]

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Current Page Number(s): 241

Location: Key Ideas Video

Original Text: ENERGY RESOURCES Students will discover renewable and nonrenewable
sources of energy and explore their importance in meeting worldwide energy
needs.

Updated Text: (Spanish Conversation Guide, p. 139)
(The corresponding changes will be made in Spanish.)
ENERGY RESOURCES Students will discover renewable and nonrenewable sources of energy and explore their importance in meeting worldwide energy needs and reducing global energy poverty

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 343

Location: Questions 2-4

Original Text: 2. Predict If the trend of the graph continues, in about what year will global CO2 emissions double as compared to the value in 1990? Explain your answer.
3. SEP Engage in Argument If countries around the world committed to reducing their reliance on fossil fuels for energy, how do you think the shape of this graph would change in the future?
4. THEME Stability and Change The two time periods where CO2 emissions decreased were related to global economic issues: a recession (period of reduced trade) in 2008 and
the COVID-19 pandemic in 2020. How do these events help suggest how to reduce CO2 emissions in the future?

Updated Text: (The corresponding changes will be made in Spanish.)
2. Stability and Change In which year did the emissions double from the emissions level in 1900?
3. SEP Ask Questions Compare global CO2 emissions in 1900 to emissions in 2020. Record 1–2 questions about the change you observe. Then describe what additional data you would need to answer your questions.
[Question 4 removed]

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 347

Location: Paragraphs 1-2

Original Text: Most sources of oil, coal, and natural gas are found deep below Earth's surface. To extract these energy resources, humans must drill, mine, or clear parts of Earth's surface. The more we remove these resources, the greater the risk of contaminating, or polluting, the environment. As a result, these activities can cause extensive damage to habitats and harm ecosystems.

Fossil fuels release a great deal of energy when they are burned. However, they also release gases and chemicals that can pollute the air, water, and soil.

Updated Text: (The corresponding changes will be made in Spanish.)
Most sources of oil, coal, and natural gas are found deep below Earth's surface. To extract these energy resources, humans must drill, mine, or clear parts of Earth's surface. The more we remove these resources, the greater the risk of contaminating, or polluting, the environment. As a result, these activities can cause extensive damage to habitats and harm ecosystems. Fossil fuels release a great deal of energy when they are burned. They also release gases and chemicals, such as sulfur dioxide, nitrogen oxides, and mercury, that can pollute the air, water, and soil. However, measures can be taken to reduce the pollution generated from burning fossil fuels.

Renewable energy sources also have environmental impacts. Manufacturing and transporting parts for renewable energy equipment produces pollutants that can harm air, water, and soil resources. Building sites for renewable energy installations can also disrupt water, land, soil,

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Current Page Number(s): 242

Location: Read About It Last Bullet

Original Text: Ask What is involved in managing energy resources? What is the difference between conservation and efficiency as the terms relate to energy? (Managing energy resources means monitoring and controlling how energy is used by conserving energy, increasing efficiency, and improving current technology or developing new technology. Conservation means cutting back on the amount of energy we use. Energy efficiency involves improving the percentage of energy used to perform a task that is not wasted or lost to the environment.) Discuss with students how renewable energy resources, increased efficiency, and advances in technology can help reduce global energy demands, poverty, malnutrition, and pollution.

Updated Text: (Spanish Conversation Guide, p. 140)
(The corresponding changes will be made in Spanish.)
Ask What is involved in managing energy resources? What is the difference between conservation and efficiency as the terms relate to energy? (Managing energy resources means monitoring and controlling how energy is used by conserving energy, increasing efficiency, and improving current technology or developing new technology. Conservation means cutting back on the amount of energy we use. Energy efficiency involves improving the percentage of energy used to perform a task that is not wasted or lost to the environment.) Discuss with students how renewable energy resources, increased efficiency, and advances in technology can help reduce global energy poverty, malnutrition, and pollution.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 348

Location: Paragraph 2, last sentence

Original Text: N/A

Updated Text: (The corresponding changes will be made in Spanish.)
Recall that renewable energy sources can also cause pollution and have environmental impacts. All energy resources need to be managed and conserved.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Current Page Number(s): 243

Location: Exit Ticket

Original Text: Give students 3–5 minutes to explain how conservation, efficiency, and technology can reduce energy demand and help solve problems such as pollution, poverty, malnutrition, and global energy use. Students can write a script for a public service announcement on the radio or create an informational poster with visuals and text. As a class, discuss student answers and any revisions that should be made.

Alternative Exit Ticket Ask students to determine whether this statement is true or false: New technologies that are more efficient can help reduce or prevent poverty. (false)

Updated Text: (Spanish Conversation Guide, p. 141)
(The corresponding changes will be made in Spanish.)
Give students 3–5 minutes to explain how conservation, efficiency, and technology can reduce energy demand and help solve problems such asm pollution, malnutrition, and global energy poverty. Students can write a script for a public service announcement on the radio or create an informational poster with visuals and text. As a class, discuss student answers and any revisions that should be made.

Alternative Exit Ticket Ask students to determine whether this statement is true or false: New technologies that are more efficient can help reduce or prevent global energy poverty. (false)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 349

Location: Entire page

Original Text: Using energy resources more efficiently is another way to manage energy resources. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money.

The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more affordable and efficient.

In areas that have limited access to energy, poverty can result. Poverty is the condition of those who don't have enough money to meet basic needs such as food, clothing, and shelter. If energy is required to work or if it costs too much, then people may lack the money to provide for their needs. Renewable energy sources are some of the most promising ways to meet global energy

demand. They not only reduce pollution but also reduce social, political, and economic impacts from extracting and using fossil fuels.

[caption] Fuel Efficiency Engineers have improved existing engine technology to increase the fuel efficiency of cars. They have also developed new technologies such as electric engines, which do not require fuel at all.

[caption] Energy Technology Lack of access to reliable electricity in rural or remote areas contributes to poverty and malnutrition. Engineers are developing new energy technologies that use solar, wind, and water to provide electricity to individual communities.

Updated Text: (The corresponding changes will be made in Spanish.)
Across the globe, people are faced with energy challenges. Energy poverty is a condition where people lack access to enough energy to meet their basic needs such as lighting and the ability to cook food or heat their homes. There are generally two factors that contribute to energy poverty: the unavailability of energy resources and not having enough money to pay for the energy. In some areas of the world nonrenewable energy sources are very expensive or cannot be delivered to homes. Energy poverty can make it difficult to access clean water, healthy food, and medical treatment.

Using energy resources more efficiently is one way to manage energy resources and reduce energy poverty. Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money.

The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more accessible, affordable, and efficient. By managing and increasing access to all energy resources, along with reducing costs for energy, energy poverty can be reduced.

[caption] Fuel Efficiency Engineers have improved existing engine technology to increase the fuel efficiency of cars, so it costs less to fill up. They have also developed new technologies such as electric engines, which do not require fuel at all.

[caption] Energy Technology Lack of access to affordable electricity in rural or remote areas contributes to poverty and malnutrition. Engineers are developing new energy technologies that increase energy efficiency and use solar, wind, and water to provide electricity to individual communities.

Component: ***Grade 6 Teacher Guide***

ISBN: 9781428553910

Current Page Number(s): 244

Location: STEAM Activity

Original Text: HOW CAN MANAGING ENERGY RESOURCES REDUCE POVERTY AND MALNUTRITION? Students take on the role of a researcher at the International Energy Agency (IEA). They work in groups to develop a presentation focusing on how managing energy resources can reduce poverty and malnutrition. Students find out what it means to have reliable and affordable energy access, how the citizens of different countries compare in terms of access to energy, and what new technologies are being developed to improve people's access to energy around the world.

• Discuss the introductory paragraph before getting started to ensure student understanding.
• In Step 3, you may want to assign groups different European and African countries to research so that the class has access to more data about energy needs and reliable energy access.

• Similarly, you may want to assign groups different technologies to research in Step 5 to ensure that all the technologies are covered.
• Before students begin developing their presentations, make sure they draw connections between reliable and affordable energy access and reducing poverty and malnutrition. Ask What are some of the effects of having reliable access to energy on a person's ability to earn a living and eat? (Answers will vary, but make sure students understand that reliable access to energy allows people to get an education and study, work, grow and store food, cook, and other activities that can reduce poverty and malnutrition.)
• Discuss with students the advantages and limitations of their energy technologies.

Updated Text: (Spanish Conversation Guide, pp. 141-142)
(The corresponding changes will be made in Spanish.)
HOW CAN MANAGING ENERGY RESOURCES REDUCE POVERTY AND MALNUTRITION? Students take on the role of a researcher at the International Energy Agency (IEA). They work in groups to develop a presentation focusing on how managing energy resources can reduce global energy poverty and malnutrition. Students find out what it means to have reliable and affordable energy access, how the citizens of different countries compare in terms of access to energy, and how different nonrenewable and renewable energy technologies can help improve quality of life.

Materials poster board, Internet access, markers, other drawing/coloring materials, paper, media software.
• Discuss the introductory paragraph before getting started to ensure student understanding.
• In Step 3, you may want to assign groups different European and African countries to research so that the class has access to more data about energy needs and reliable energy access.
• In Step 4, have a class discussion comparing students research of the different countries. As a class, decide which African nation they will focus on for the rest of the activity.
• Similarly, you may want to assign groups different technologies to research in Step 5 to ensure that all the technologies are covered.
• Before students begin developing their presentations, make sure they draw connections between reliable and affordable energy access and reducing global energy poverty and malnutrition. Ask What are some of the effects of having reliable access to energy on a person's ability to earn a living and eat? (Answers will vary, but make sure students understand that by reducing global energy poverty and increasing reliable access to energy allows people to get an education and study, work, grow and store food, cook, and other activities that can reduce poverty and malnutrition.)
• Discuss with students the advantages and limitations of their energy technologies."

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398699

Current Page Number(s): 351

Location: Top title & last sentence starter

Original Text: How is energy produced?

Updated Text: (The corresponding changes will be made in Spanish.)
What are energy resources?

Renewable energy sources contribute to pollution by...

Component: ***Grade 6 Digital Components***

ISBN: 9781428553910

Location: Biography; Michael Charles

Original Text: He hopes his efforts will increase indigenous representation within both higher education and the movement for climate justice.

Updated Text: (The corresponding changes will be made in Spanish.)
(deleted)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 352

Location: Top title & 2nd section sentence starters

Original Text: How are energy resources managed and conserved?

Efficiency is…
Technology can help manage energy resources by…
Renewable energy resources can help reduce poverty by…
Other information:

Updated Text: (The corresponding changes will be made in Spanish.)
What are energy resource management and conservation?

Global energy poverty is...
Efficiency is…
Technology can help manage energy resources by…
Renewable energy resources can help reduce global energy poverty by…

Component: *Grade 6 Digital Components*

ISBN: 9781428553910

Location: Topic Test, Managing Earth's Resources, Student Edition

Original Text: 11. Poverty around the world is caused in part by the uneven distribution of energy resources. Fossil fuels are often only available in certain locations and are considered unevenly distributed. Renewable energy sources are a possible solution to getting energy to areas that lack fossil fuels. Which energy sources are renewable? Choose all correct answers.
A. Tidal waves
B. Coal
C. Wind
D. Solar
E. Natural gas
F. Geothermal

15. How does the use of fossil fuels affect other resources like water? a. burning fossil fuels requires equipment that uses large amounts of water. b. activities use fossil fuels instead of water, s using htem is a way to conserve water. c. many activities that use fossil fuels produce waste that can runoff and contaminate water sources. d. using fossil fuels doesn't have any significant effect on water sources.

Updated Text: (The corresponding changes will be made in Spanish.)
11. Which of the following actions could help reduce global energy poverty over time? Choose all correct answers.
a. Turning off the lights when leaving the room.

b. Incorporating some renewable energy sources into daily activities.
c. Keeping electronics plugged in when they are not in use.
d. Carpooling instead of driving individually.

Q15 (deleted)

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398699

Current Page Number(s): 353

Location: Experience Vocabulary

Original Text: poverty

Updated Text: (The corresponding changes will be made in Spanish.)
global energy poverty

Component: ***Grade 6 Digital Components***

ISBN: 9781428553910

Location: Topic Test, Managing Earth's Resources, Teacher Support

Original Text: 11. Poverty around the world is caused in part by the uneven distribution of energy resources. Fossil fuels are often only available in certain locations and are considered unevenly distributed. Renewable energy sources are a possible solution to getting energy to areas that lack fossil fuels. Which energy sources are renewable? Choose all correct answers.
A. [Answer: Tidal waves]
B. Coal
C. [Answer: Wind]
D. [Answer: Solar]
E. Natural gas
F. [Answer: Geothermal]

15. How does the use of fossil fuels affect other resources like water? a. burning fossil fuels requires equipment that uses large amounts of water. b. activities use fossil fuels instead of water, s using htem is a way to conserve water. c. many activities that use fossil fuels produce waste that can runoff and contaminate water sources. d. using fossil fuels doesn't have any significant effect on water sources.

Updated Text: (The corresponding changes will be made in Spanish.)
11. Which of the following actions could help reduce global energy poverty over time? Choose all correct answers.
a. Turning off the lights when leaving the room.
b. Incorporating some renewable energy sources into daily activities.
c. Keeping electronics plugged in when they are not in use.
d. Carpooling instead of driving individually.

Q15 (deleted)

Component: ***Grade 6 Digital Components***

ISBN: 9781428553910

Location: Make Informed Decisions, Are rechargeable batteries a better alternative to disposable batteries?

Original Text: For example, before deciding whether to purchase an electric vehicle (EV) instead of a gas-powered vehicle, you might consider the financial cost of the EV, the difficulty in finding charging stations, and the limited driving distances.

Updated Text: (The corresponding changes will be made in Spanish.)
For example, before deciding whether to purchase an electric vehicle (EV) instead of a gas-powered vehicle, you might consider the financial cost of the EV, the difficulty in finding charging stations, the limited driving distances, and the materials needed to make electric cars.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398699

Current Page Number(s): 357

Location: Question 3

Original Text: 3. Conserving resources is important to eliminating poverty because

a. people in poverty have no access to air, water, and soil resources.
b. then more resources can be given to people that desperately need them.
c. the less food that can be grown in soil, the more food can be made available.
d. storing resources for use later prevents them from being used as needed.

Updated Text: (The corresponding changes will be made in Spanish.)
3. Conserving resources is important to eliminating global energy poverty because

a. people in global energy poverty have no access to air, water, and soil resources.
b. then more resources can be given to people that desperately need them.
c. the less food that can be grown in soil, the more food can be made available.
d. storing resources for use later prevents them from being used as needed.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398699

Current Page Number(s): 292

Location: Paragraph 3, 2nd to last sentence

Original Text: This mixture is called smog.

Updated Text: (The corresponding changes will be made in Spanish.) This mixture is called smog, and can include gases such as nitrous oxide and carbon monoxide.

Component: ***Grade 6 Digital Components***

ISBN: 9781428553910

Current Page Number(s): Slides 12 & 13

Location: Slides 12 & 13 (Student and teacher support)

Original Text: What roles do efficiency and technology play in managing energy resources?

Using energy resources more efficiently and the development of new technologies both play an important role in reducing energy demand.

Reducing demand can help reduce stress from social and economic issues such as poverty (the condition of those who don't have enough money to meet their basic needs such as food, clothing, and shelter), malnutrition, and pollution.

Teacher Support:
Explain
Another way to manage energy resources is to use them more efficiently.
Efficiency is a measure of how well a device uses energy to perform a task, usually represented as the percentage of energy used to perform the task and not wasted or lost to the environment. In most cases, energy is lost to the environment as heat.
Discuss examples of light bulbs with students to help them understand efficiency. An LED bulb, for example, is more efficient than an incandescent bulb because it uses less energy to produce the same amount of light. Incandescent bulbs lose a great deal of energy to the environment as heat, so they are not as efficient.
Technology (both improving existing technologies and developing new technologies) plays an important role in increasing the efficiency of devices.
Cars, for example, have changed a great deal since they were first introduced. Explain that fuel efficiency is a measure of how far a vehicle can travel on one gallon fuel. It is usually measured in miles per gallon (mpg). Engineers first improved existing engines to make them more efficient by burn less fuel. Later, they developed new engine technology that runs on batteries and does not require fuel at all.
New technologies using renewable energy sources (such as solar, wind, and water) are more efficient than nonrenewable resources and can help conserve fossil fuels, which reduces pollution. These technologies may also allow areas that have limited access to energy and electricity to gain access to readily available energy. Access to energy and electricity can increase employment opportunities, healthcare, cooking, and education which can help combat poverty.

Ask students to discuss what they think the relationship between energy, poverty, and malnutrition is.

Updated Text: (The corresponding changes will be made in Spanish.)
What roles do efficiency and technology play in managing energy resources?

Managing energy resources and developing energy technologies can help meet global energy demands and reduce global energy poverty (the condition of those who don't have enough energy to meet their basic needs such as lighting, cooking, and heating).

Using energy resources more efficiently and the development of new technologies both play an important role in reducing energy demand.

Teacher Support:
Explain
Across the globe, people are faced with energy challenges. Energy poverty is a condition where people lack access to enough energy to meet their basic needs such as lighting and the ability to cook food or heat their homes.
There are generally two factors that contribute to energy poverty: the unavailability of energy resources and not having enough money to pay for the energy. In some areas of the world nonrenewable energy sources are very expensive or cannot be delivered to homes. Energy poverty can make it difficult to access clean water, healthy food, and medical

treatment.
Using energy resources more efficiently is one way to manage energy resources and reduce energy poverty.
Efficiency is the percent of energy that is used to perform a task and not lost to the environment. You may already be using energy-efficient devices in your own home. Both LED lightbulbs and programmable thermostats use less energy and help save money.
The development of new technologies also plays an important role in increasing efficiency. Engineers are developing new technologies to make renewable energy resources more accessible, affordable, and efficient. By managing and increasing access to all energy resources, along with reducing costs for energy, energy poverty can be reduced.

Ask students to discuss what they think the relationship between global energy poverty and malnutrition is.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398699

Current Page Number(s): 280

Location: Experience 4

Original Text: poverty

Updated Text: (The corresponding changes will be made in Spanish.)
global energy poverty

Component: ***Grade 6 Digital Components***

ISBN: 9781428553910

Location: STEAM Activity--student version

Original Text: What You Need to Know Around the world, 759 million people lack access to electricity, and 2.6 billion people use fire for cooking, as they do not have access to other heat sources. Governments and world organizations are working together to bring different sources of energy to people in need. Having access to readily available energy resources will help reduce poverty and malnutrition.

1. You are a researcher at the International Energy Agency (IEA), preparing to make a presentation on managing energy resources to reduce poverty and malnutrition. First, you will research how global energy poverty can affect communities socially and economically. You will then discuss new technologies being developed to help solve energy issues. Determine what research tools are available to you, and read through the next steps outlined on these pages to understand the scope of your assignment.

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. How does lack of energy access impact how people live and work in these communities? For example, how do people store food and medicines? How does it affect schools and businesses?

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research. [table]
New Technology
What is the source of energy?
What form of energy is delivered?
Microgrid
Biogas digester
LED
Solar PV
Battery storage

6. SEP Relate Choose one of the technologies on which to focus. Based on current research, how will this new energy technology affect society such as poverty and malnutrition? What are some cost-benefits? Describe some of the problems the technology is meant to solve such as reducing global energy poverty.

7. SEP Propose Solutions Using your selected new energy technology, describe a location or community that it would help. Explain how access to this energy source technology will improve the lives of the people by managing resources.

9. Plan how you will present your energy technology and its potential to reduce global energy poverty and malnutrition in a community. Your presentation should include diagrams, charts, graphs, photographs or videos, or models.

10. Produce and share your presentation with the class. Describe how managing energy resources can reduce poverty and malnutrition. Also describe how technology can help manage energy resources and reduce global energy poverty. Be prepared to clearly communicate your solution and answer questions.

Analyze and Conclude
1. THEME Cause and Effect Describe why resource management is important in reducing poverty and malnutrition, and global energy use.
2. SEP Identify List any advantages and limitations of your energy technology.

Updated Text: (The corresponding changes will be made in Spanish.)
What You Need to Know Around the world, 759 million people lack access to electricity, and 2.6 billion people use fire for cooking, as they do not have access to other heat sources. Governments and world organizations are working together to bring different sources of affordable and accessible energy to people in need. Having access to readily available energy resources will help reduce poverty and malnutrition.

1. You are a researcher at the International Energy Agency (IEA), preparing to make a presentation on managing energy resources to reduce energy poverty and malnutrition. First, you will research how global energy poverty can affect communities socially and economically. You will then discuss new technologies being developed to help solve energy issues related to either affordablility or access. Determine what research tools are available to you and read through the next steps outlined on these pages to understand the scope of your assignment.

4. SEP Research As a class, decide which African nation you will focus on. Research the daily lives of people in the African nation the class selected, including their access to energy and rates of poverty and malnutrition. How does lack of energy access impact how people live and work in this community? For example, how do people store food and medicines? How does it affect schools and businesses?

5. SEP Research As a class, decide which group is going to focus on each of the different nonrenewable and renewable energy technologies listed in the first column of the table. Then conduct research on the pros and cons of your specific energy technology using current sources and research. Use the data table to organize your research. [table]
Type of Energy
Technology
Pros of Energy
Technology
Cons of Energy
Technology
Oil
Coal
Natural gas
Solar
Wind

6. SEP Propose Solutions Based on the current research, how will this energy technology affect societal issues such as global energy poverty and malnutrition in the African nation? What are some cost-benefits? Describe how the energy technology could be used and how it can be managed to improve quality of life.

[Original Question 7 was removed and questions were renumbered]

8. Plan how you will present your energy technology and its potential to reduce global energy poverty and malnutrition in the African nation. Your presentation should include diagrams, charts, graphs, photographs or videos, or models.

9. Produce and share your presentation with the class. Describe how managing your energy technology can reduce global energy poverty and malnutrition. Also describe how technology can help manage this energy resource and reduce global energy poverty. Be prepared to clearly communicate your solution and answer questions.

10.Have a class discussion on which nonrenewable or renewable energy technology is the best option for the African nation to reduce energy poverty and malnutrition. Identify which option the class selected and why.

Analyze and Conclude

1. THEME Cause and Effect Describe why resource management is important in reducing global energy poverty and malnutrition.

2. SEP Identify Discuss any advantages and limitations of your energy technology.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 283

Location: Question 2

Original Text: SEP Ask Questions Record 1–2 questions you have about how a city might be able to maintain good air quality as daily activities, such as commuting to work, return to normal levels after the pandemic.

Updated Text: (The corresponding changes will be made in Spanish.)
SEP Ask Questions Record 1–2 questions scientists could ask to determine what caused the difference in outdoor air quality during the height of the COVID-19 pandemic.

Component: *Grade 6 Digital Components*

ISBN: 9781428553910

Location: STEAM Activity--teacher support

Original Text: In this STEAM Activity, students will investigate how global energy poverty can affect a community. To do this, they will research energy usage among different countries. Then, they will explore how lack of access impacts people living and working in African nations. Finally, they will research how different nonrenewable and renewable energy technologies can help improve quality of life. They will create a presentation that summarizes their research and communicates how access to energy resources reduces global energy poverty and malnutrition.

Expected Outcome Students should create a presentation in which they focus on one energy technology that can increase a community's access to energy resources. Presentations should describe how a lack of energy resources leads to global energy poverty and malnutrition in a community. Then they should describe how the selected technology can help improve the lives of people in these communities. Presentations should include a diagram or some other type of visual to show their technology.

Teaching Tips bullets 6-9

● For Step 4, to help students visualize the daily lives of people in Africa (or other areas lacking energy resources), show them videos or pictures of people doing basic tasks, such as cooking or storing food.

● For Step 5, students can also identify and research a new technology not listed in the table.

● For Step 6, encourage students to find examples of how their technology is being used to help a community. Emphasize to students that science and society have an impact on one another. The work that scientists and engineers do changes society, and society affects the work of scientists and engineers. The discoveries that are made influence future scientific processes and exploration. Also remind students what costs and benefits are. Tell students that a cost is a negative result of either taking or not taking action. A benefit is a positive consequence of either taking or not taking an action. Identifying and analyzing the costs and benefits help scientists make informed decisions.

● For Step 8, students can create a three-dimensional model of their technology for their presentation, if time allows.

● After they answer Question 2, ask students to think about how they could design a new technology to help provide greater access to energy resources. Ask, What would the criteria be? What constraints would it have?

2. SEP Define Problems Restate the problem that you will be investigating in this activity.
Sample answer: How can access to energy technologies reduce global energy poverty and malnutrition in some communities?

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. For example, how do people store food and medicines? How does it affect schools and businesses?
Sample answer: The overall lack of access to electricity in the African nation we focused on means an overall lack of access to safer and healthier modes of cooking and heating. People rely mainly on burning wood for both, which means they are inhaling smoke and soot. There isn't much light by which students can study at night. Health clinics lack refrigeration for medicine and blood. Running any kind of business is limited by the lack of electricity. Preservation of food is difficult without refrigeration or freezing, so food insecurity is a product of energy insecurity. Crime seems to be more common where these types of insecurity are common.

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research. [table]

New Technology
What is the source of energy?
What form of energy is delivered?
Microgrid: sun, wind, water, diesel, batteries to power a small community; electricity
Biogas digester: gas from organic waste; methane, or electricity if gas is burned
LED: electricity (often from solar); light
Solar PV: sun; electricity
Battery storage: wind, solar; electricity

6. SEP Relate Choose one of the new energy technologies on which to focus. Based on current research, how will this new energy technology affect society such as poverty and malnutrition? What are some cost-benefits? Describe some of the problems the technology is meant to solve, such as reducing global energy poverty.
Sample answer: Biogas digesters trap a greenhouse gas, methane, as it is produced by decaying organic matter such as manure or human waste, and direct it into a storage tank or network of pipes so the methane can be burned. This reduces the need for wood or coal, which produce dangerous smoke and soot when burned in kitchens or other rooms. Indoor pollution is reduced, a greenhouse gas is burned, and less biomass needs to be harvested as fuel. Biogas can also be burned to power an electric generator if it is stored or collected at a large enough scale.

7. SEP Propose Solutions Using your selected new energy technology, describe a location or community that it would help. Explain how access to this energy source technology will improve the lives of the people by managing resources.

Sample answer: A location in the middle of a desert would benefit from battery storage technology. With energy from the battery, children could have light so they can study longer, use a fan in hot weather, have a small refrigerator for cold drinks.

Analyze and Conclude
1. THEME Cause and Effect Describe why resource management is important in reducing poverty, malnutrition, and global energy use.
Sample answer: Poverty and malnutrition are often caused by a lack of resources, such as energy. By helping people gain access to these resources they can reduce poverty and malnutrition. For example, having electricity for refrigeration can help a family store food longer and increase their access to nutrition. Having access to fuel for transportation would allow individuals to travel distances for jobs and increase their ability to support their families.
2. SEP Identify List any advantages and limitations of your energy technology.
Sample answer: An advantage of solar PV technology is that it can power entire cities if used at large scale, but a limitation is the money needed to set up the technology and the availability of sunlight. When the sun is down or obscured, battery storage or some other source of energy will be required.

Updated Text: (The corresponding changes will be made in Spanish.)
In this STEAM Activity, students will investigate how global energy poverty can affect a community. To do this, they will research energy usage among different countries. Then, they will explore how lack of access impacts people living and working in African nations. Finally, they will research how different nonrenewable and renewable energy technologies can help improve quality of life. They will create a presentation that summarizes their research and communicates how access to energy resources reduces global energy poverty and malnutrition.

Expected Outcome Students should create a presentation in which they focus on one energy technology that can increase a community's
access to energy resources. Presentations should describe how a lack of energy resources leads to global energy poverty and malnutrition in a community. Then they should describe how the selected technology can help improve the lives of people in these communities. Presentations should include a diagram or some other type of visual to show their technology.

Teaching Tips bullets 6-9
● For Step 4, as a class decide which African nation you will focus on. To help students visualize the daily lives of people in Africa (or other areas lacking energy resources), show them videos or pictures of people doing basic tasks, such as cooking or storing food.
● For Step 5, decide as a class which group is going to focus on each of the different nonrenewable and renewable energy technologies listed in the table.
● For Step 6, encourage students to find examples of how their technology is being used to help a community. Emphasize to students that science and society have an impact on one another. The work that scientists and engineers do changes society, and society affects the work of scientists and engineers. The discoveries that are made influence future scientific processes and exploration. Also remind students what costs and benefits are and how they are related to pros and cons. Tell students
that a cost is a negative result of either taking or not taking action. A benefit is a positive consequence of either taking or not taking an action. Identifying and analyzing the costs and benefits help scientists make informed decisions.
● After they answer Question 2, ask students to think about how they could design a new technology to help provide greater access to energy resources. Ask, What would the criteria be? What constraints would it have?

2. SEP Define Problems Restate the problem that you will be investigating in this activity.
Sample answer: How can access to energy technologies reduce global energy poverty and malnutrition in some

communities?

4. SEP Research Research the daily lives of people in the African nations you selected, including their access to energy and rates of poverty and malnutrition. For example, how do people store food and medicines? How does it affect schools and businesses?
Sample answer: The overall lack of access to electricity in the African nation we focused on means an overall lack of access to safer and healthier modes of cooking and heating. People rely mainly on burning wood for both, which means they are inhaling smoke and soot. There isn't much light by which students can study at night. Health clinics lack refrigeration for medicine and blood. Running any kind of business is limited by the lack of electricity. Preservation of food is
difficult without refrigeration or freezing, so food insecurity is a product of energy insecurity. Crime seems to be more common where these types of insecurity are common.

5. SEP Research Conduct research on the new energy technologies listed in the first column of the table. Use the data table to organize your research.
Type of Energy Technology
Pros of Energy Technology
Cons of Energy Technology
Oil: Easy to transport and store, economical to produce, produces a lot of energy, relatively less expensive, abundant; Not found in every area,
nonrenewable energy source, can cause environmental impacts
Coal: Found in a lot of places and is abundant, reliable, affordable,
easy to store; Mining to extract coal can cause environmental impacts,
burning coal can cause pollution, dangerous to mine, nonrenewable energy source
Natural gas: Found in a lot of places and is abundant, easy to transport, causes less carbon dioxide emissions than coal, relatively less expensive, technology exists to access it; Nonrenewable energy resource, accessing natural gas can cause environmental impacts, can cost more to store
Solar: Renewable energy source, reduces energy bills, technology exists, low maintenance; Depends on weather, cost, expensive to store, takes up a lot of space, can cause environmental impacts
Wind: Renewable energy source, technology exists, turbines in a variety of sizes for different uses, doesn't require any energy to work; Depends on weather, can be noisy, can impact wildlife, expensive to start

6. SEP Propose Solutions Based on the current research, how will this energy technology affect society such as global energy poverty and malnutrition in the African nation? What are some cost-benefits? Describe how the energy technology could be used and how it can be managed to improve quality of life.
Answers will vary depending on the type of energy technology researched. Sample answer: Natural gas technologies will provide access to an energy source that is not super expensive and can be used to heat homes and cook food. By costing less than some other energy technologies, global energy poverty can be reduced. Cooking nutritious foods can help fight malnutrition. Some benefits of using natural gas are that it reduces the need for wood or coal, which produce dangerous smoke and soot when burned in kitchens or other rooms. Indoor pollution is reduced as is environmental pollution since burning natural gas releases less pollutants. Natural gas can also be used to fuel power stations which can provide electricity to homes and businesses. Expanding the
distribution of natural gas can also provide jobs. Some costs are that it can cost a lot to get natural gas to areas that need it and that the prices can fluctuate so it can be expensive to buy.

[original question 7 deleted]

Analyze and Conclude
1. THEME Cause and Effect Describe why resource management is important in
reducing global energy poverty and malnutrition.
Sample answer: Global energy poverty and malnutrition are often caused by a

lack of resources, such as energy. By helping people gain access to affordable resources they can reduce poverty and malnutrition. For example, having electricity for refrigeration can help a family store food longer and increase their access to nutrition. Having access to fuel for transportation would allow individuals to travel distances for jobs and increase their ability to support their families.
2. SEP Identify Discuss any advantages and limitations of your energy technology.
Answers will vary depending on the type of energy technology researched.
Sample answer: An advantage of solar energy technology is that it can power entire cities if used at large scale, but a limitation is the money needed to set up the technology and the availability of sunlight. When the sun is down or obscured, some other source of energy will be required.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): 290

Location: Question 1

Original Text: THEME Cause and Effect A new power plant has opened near Monica's house. Monica notices that the air in the sky seems dustier and smells different. How might she determine if the factory is the source of the change in the air quality?

Updated Text: (The corresponding changes will be made in Spanish.)
THEME Cause and Effect A new factory has opened near Monica's house. Monica notices that the air in the sky seems dustier and smells different. How might she determine
if the factory is the source of the change in the air quality?

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Current Page Number(s): 201

Location: In This Topic

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 116)
(The corresponding changes will be made in Spanish.)
6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: *Grade 6 Teacher Guide*

ISBN: 9781428553910

Current Page Number(s): 207

Location: TEKS box

Original Text: 6.11A Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Updated Text: (Spanish Conversation Guide, p. 119)
(The corresponding changes will be made in Spanish.)

6.11A Research and describe why resource management is important in reducing global energy poverty, malnutrition, and air and water pollution.

Component: ***Grade 6 Student Activity Companion***

ISBN: 9781418398699

Current Page Number(s): 294

Location: Paragraph 5

Original Text: N/A

Updated Text: (The corresponding changes will be made in Spanish.)
Clean Air Act In 1963, the United States government enacted the Clean Air Act. Since then, it has been amended many times. The purpose of the act is to control and reduce air pollution across the country by regulating emissions from various sources. The Clean Air Act is one of the earliest environmental laws established in the United States. [caption and image of power plants removed from page; acid rain image enlarged]

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

Updated Text: Astronomers believe that the universe began as an exceedingly dense and hot cosmic object called a singularity. A singularity is matter that is compressed into indefinite density and temperature. Scientists believe that all the contents of the universe were compressed under tremendous pressure, temperature, and density into a singularity of extremely small volume. To picture the idea of a singularity, imagine all the people in the world today smashed into a space the size of a school locker. In a matter of moments, this singularity released, and the universe rapidly expanded, forming all the matter in existence. The universe expanded with infinite speed, and all the energy rushed outward to fill that expanding volume. As a result, the universe began to cool down. This cooling released energy called cosmic microwave background energy. Evidence suggests that the universe is still cooling, expanding, and even banging today, moving galaxies apart at an accelerating pace.

Component: ***Astronomy 1a: Introduction***

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Lesson 3, Age of the Universe

Original Text: So where did these protons, neutrons, and electrons that form atoms come from in the first place? In the initial seconds after the Big Bang, protons, neutrons, and electrons were formed through nuclear fusion. These atomic particles fused together to create the first atoms of the elements of our existence—hydrogen and helium. Of all matter in the universe, 97 percent is made solely from hydrogen and helium, and the other 3 percent of this matter is made from all the other elements.

Updated Text: So where did these protons, neutrons, and electrons that form atoms come from in the first place? Scientists believe that in the initial seconds after the Big Bang, protons, neutrons, and electrons were formed through nuclear fusion. These atomic particles are believed to have fused together to create the first atoms of the elements of our existence—hydrogen and helium. Of all matter in the universe, 97 percent is made solely from hydrogen and helium, and the other 3 percent of this matter is made from all the other elements.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

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

Updated Text: According to the Big Bang, the thermal energy from the original explosion was distributed in every direction as the universe expanded. When this occurred, radiation began to seep out as cosmic microwave background radiation. This is why scientists believe cosmic background radiation now fills all of space.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

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

Updated Text: They shooed away pigeons from their telescope and looked out for other interference, but after much investigation, they found the hiss to be cosmic microwave background radiation. Cosmic microwave background radiation, or CMB for short, is believed to be the heat and light left over from the Big Bang. Originating billions upon billions of kilometers away, scientists theorize that the original particles of radiation and gas compressed and expanded, creating the static sound of cosmic microwave background radiation. CMB is considered the echo of the Big Bang.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

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

Updated Text: Scientists have theorized that several million years after the Big Bang, matter and radiation separated to cause the galaxies and stars to form. Evidence suggests there are still stars and galaxies forming today with the original hydrogen and helium from the Big Bang.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

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

Updated Text: In 1929 at the Mount Wilson Observatory, near Los Angeles, California, Edwin Hubble used powerful telescopes to discover that galaxies are moving away from us, some at alarming speeds. This discovery was the first real evidence of a Big Bang. Further observation found that galaxies farther away from us are moving away at a faster rate than galaxies closer to us. For example, if there were two galaxies and one was twice as far from us as the first, it would be moving away at a speed twice as fast. Hubble created a mathematical expression that predicts the rate of the

expansion of the universe. This expression numerically shows how a galaxy's speed increases the farther it moves away from us. These observations, coupled with his expression of expansion, are known as Hubble's law. Remember, laws are phenomena or explanations that are considered provable, while theories are well supported explanations of phenomena that aren't entirely provable.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Lesson Plan

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Lesson 3, Age of the Universe

Updated Text: The Big Bang theory suggests that for approximately the first 30,000 years, the universe was radiation dominated; this means that photons, or energized particles of light, prevented matter from organizing into structures. The time between the theorized Big Bang and the first formation of organized structures such as light-emitting stars is known as the dark ages. Despite its name, the dark ages are believed to be bright because of the light energy created during the Big Bang.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Slide Deck

Original Text: Original wording was "Big Bang"

Updated Text: Changed language to "Big Bang Theory" throughout Slide Deck.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

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

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Lab

Original Text: Question #6 Greene explains that though the Big Bang theory explains how the universe evolved, it fails to explain what actually powered the Bang. How does Greene say the Big Bang was powered and based on this theory, discuss what this means regarding the possible existence of other universes?

Updated Text: Question #6 Green offers an explanation that though the Big Bang theory offers an explanation of how the universe evolved, it fails to explain what actually powered the Bang. How does Greene say the Big Bang was powered and based on this theory, discuss what this means regarding the possible existence of other universes?

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Introduction, Learning Objective 3

Original Text: Analyze the evidence that supports the Big Bang theory

Updated Text: Analyze the Big Bang theory

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Lesson 3, Age of the Universe

Updated Text: If the Big Bang theory is correct, how old is our universe? How long ago do scientists believe the Big Bang took place? By measuring how fast galaxies are moving, analyzing the static of cosmic microwave background radiation, comparing the ages of nearby stars and galaxies, analyzing the nature of visible light, and modeling the rate of universe expansion, cosmologists theorize the age of the universe to be approximately 14 billion years old.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Critical Thinking #2

Original Text: 2. How has the knowledge and perception of the universe changed over the past century? Make sure to use new basic and academic vocabulary from Unit 1 in your answer.

Updated Text: 2. How has the knowledge and scientific perception of the universe changed over the past century? Make sure to use new basic and academic vocabulary from Unit 1 in your answer.

Component: *Astronomy 1a: Introduction*

ISBN: 9781959433507

Link to Current Content:
View Current Content

Location: Unit 1, Lesson 3, Age of the Universe

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): Activity Section

Location: Question 5, bullet c

Link to Updated Content:

View Updated Content

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

Updated Text: Statement was removed from the activity.

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

ISBN: 9798888266953

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Carbon and Nitrogen Cycle

Link to Updated Content:

View Updated Content

Original Text: Human activities such as the burning of fossil fuels for industry, transportation, electricity generation, and deforestation are affecting the carbon cycle.

As fossil fuels such as oil, gas, and coal are burned, they add more carbon dioxide intothe atmosphere.

The burning of fossil fuels by automobiles, power plants, and industrial processes adds Nitrogen and nitrous oxides into the atmosphere. Both of these cause imbalances in the atmosphere and in ecosystems.

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

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

ISBN: 9798888266953

Link to Current Content:
View Current Content

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

Location: Carbon and Nitrogen Cycle

Link to Updated Content:

View Updated Content

Original Text: 8. What are some ways that disruptions to the carbon cycle can result in some significant consequences for Earth?

10. How do the disruptions to the carbon cycle cause a loss of stability in an ecosystem? Use examples.

11. How do the disruptions to the nitrogen cycle cause a loss of stability in an ecosystem?
Use examples.

Updated Text: Add test
Disruptions to these cycles affect the stability of ecosystems.

Question 2A
Changes to the atmosphere, including more carbon.

Question 3A
The amount of active carbon is increasing because all of the carbon that is being released into the atmosphere is from places where it has been stored for long periods of time.

Question 5A
The amount of nitrogen is increasing through the use of fertilizers and other natural processes.

Question 6A
Answers may vary. A possible student response could include the following: Humans add nitrogen to fertilizer for crops or removing plants that play in role in nitrogen fixation.

Question 8A
Answers may vary. A possible student response could include the following: The carbon cycle is a biogeochemical cycle. A disruption to any one part of the carbon cycle will affect the other components of the carbon cycle in unpredictable or unsustainable ways.

Question 10A
Answers may vary. A change in the carbon cycle impacts both plants and animals through food chains, cellular respiration, and water chemistry.

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

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

ISBN: 9798888266953

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Carbon and Nitrogen Cycle

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266953

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Carbon and Nitrogen Cycle

Link to Updated Content:

View Updated Content

Original Text: Description
Students will research and participate in an inner/outer circle discussion about how the increase in fossil fuel emissions affects the oceanic acid level.

Driving Question
How does an increase in CO2 emissions affect coral reefs?

Updated Text: Rephrase the description and driving question
Students will research and participate in an inner/outer circle discussion about the
changes in the carbon cycle affecting the oceans acid level.
Driving Question
How does a change in the carbon cycle affect coral reefs?

Rephrase Activity step 3
3. Have devices available for students to conduct research. Remind students that they should be prepared to discuss How a change in the carbon cycle affect coral reefs.

Rephrase Virtual Instructions- Prior to the Discussion step 3
3. Draft your position statement. Make sure to include information about:
a. A change in natural processes affects the carbon cycle
b. How carbon dioxide adjusts the pH of the ocean
c. The monetary impact of ocean acidification (tourists, coral reefs, fishing industry)

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/128cb651-5b14-41f0-8335-ec45c5d63ff8

Location: Unit 7 > Concept 2 > Lesson 5 > Reading Passage

Original Text: Although the size of populations can vary, populations generally remain about the same size.

Updated Text: Individuals with favorable traits are more likely to survive and reproduce and, over the generations, these traits will tend to spread through a population.

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

ISBN: 9781616291518

Current Page Number(s): https://app.discoveryeducation.com/learn/player/968be7e0-853a-404e-9668-66d77661520a

Location: Unit 5 > Concept 3 > Lesson 5 > Reading Passage > Dihybrid Cross with Incomplete Dominance > Text Above Second Punnett Square

Original Text: Punnett square showing phenotypes of cross RRWW x rrww:

Updated Text: Punnett square showing phenotypes of cross RrWw x RrWw:

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

ISBN: 9781616291518

Current Page Number(s): https://app.discoveryeducation.com/learn/player/dcf8f354-90d9-4298-a85c-2a97b4a820c2

Location: Biology > Concept: Genetic Engineering > What Are Some Examples of Genetic Engineering?

Original Text: Percy Lavon Julian was an African American chemist who made significant contributions to the field of biotechnology. He developed a method to synthesize cortisone, a hormone used to treat inflammation and rheumatoid arthritis. His work on steroid synthesis led to the development of other important medications, such as birth control pills. Julian's innovative approach to chemical synthesis continues to inspire researchers today in the field of drug development.

Updated Text: Percy Lavon Julian was an African American chemist who made significant contributions to the field of biotechnology. He developed a method to synthesize cortisone, a hormone used to treat inflammation and rheumatoid arthritis. His work on steroid synthesis led to the development of other important medications. Julian's innovative approach to chemical synthesis continues to inspire researchers today in the field of drug development.

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

ISBN: 9781616291518

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f587508f-8f1d-4992-aac2-d5aed81bac8b

Location: Biology > Concept: Plant Reproduction > Hands-On Lab: Investigating the Effect of Light on Plant Growth > Section: Analysis and Conclusions Item: Procedures

Original Text: What procedures did you use during the experiment? What parts of the procedure should be modified if you were to repeat the experiment?

Updated Text: What procedures did your group use during the experiment? What parts of the procedure should be modified if your group were to repeat the experiment?

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

ISBN: 9781616291518

Current Page Number(s): https://app.discoveryeducation.com/learn/player/952ffc5e-eb61-497a-b01f-4da50c695b92

Location: Biology > Concept: The History of Life > Hands-On Activity: Constructing a Timeline of Life > Analysis and Conclusion

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

ISBN: 9781616291518

Current Page Number(s): https://app.discoveryeducation.com/learn/player/f2576a5d-6412-48d9-aa16-52c1d677ad60

Location: Biology > Concept: Asexual and Sexual Reproduction > Hands-On Lab: Modeling Cellular Processes of Reproduction

Updated Text: Other errors in the sorting of chromosomes can sometimes lead to very specific changes in organisms. In humans, a child with a third copy of chromosome 21 has a condition called trisomy-21, or Down syndrome. Down syndrome presents with physical, cognitive, and behavioral signs. Another lesser-known chromosomal condition is trisomy-18, also known as Edwards' syndrome. This condition can lead to poor growth, before and after birth, and to learning problems. Both these conditions arise from errors during meiosis. Why might some trisomy conditions be more common than others?

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

ISBN: 9781616291518

Current Page Number(s): https://app.discoveryeducation.com/learn/player/ccc90d6c-f962-41ee-9a05-be4cda578c97

Location: Biology > Concept: DNA > How Do Nucleotide Sequences in DNA Specify Human Traits?

Link to Updated Content:

View Updated Content

Original Text: [see Original Content in URL_for_updated_text]

Updated Text: [see Revised Content in URL_for_updated_text]

Publisher: Savvas Learning

Biology

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

Component: ***Biology Student Handbook***

ISBN: 9781418358921

Current Page Number(s): 550

Location: Question 27 under head Review Content

Component: ***Biology Student Handbook***

ISBN: 9781418358921

Current Page Number(s): 453

Location: First paragraph

Original Text: **The Virus Evolves** Because viruses replicate so quickly, their genetic makeup can change rapidly. As we have seen, this sometimes allows a virus to evolve in a way that enables it to jump from one species to another. That was certainly the case with COVID-19, which seems to have made the leap from bats to humans. However, the evolution of the virus did not stop when it reached pandemic proportions.

Updated Text: **The Virus Evolves** Because viruses replicate so quickly, their genetic makeup can change rapidly. This certainly has been the case with COVID- 19 once it first appeared in China and then spread around the world. As a result, the evolution of the virus did not stop when it reached pandemic proportions, and this has greatly complicated efforts to control it.

Component: ***Biology Student Handbook***

ISBN: 9781418358921

Current Page Number(s): 525

Location: second paragraph, second sentence (under blue head "Effects of a Changing Climate")

Original Text: Data show that current warming is greater, and occurring faster, than at any other time over the last 16,000–20,000 years.

Updated Text: Recent research of temperatures over the past 20,000 years suggests that the current rate of warming is unusual and is the fastest in the last 2000 years.

Component: ***Biology Teacher Guide***

ISBN: 9781418358938

Current Page Number(s): 201

Location: At the end of this page, after the existing content, we are adding a new paragraph

Original Text: (n/a, adding a new paragraph)

Updated Text: Some of your students may believe in Intelligent Design which is a set of beliefs based on the idea that life is so complex that it must have been designed by a supernatural being and cannot be explained by scientific theory. When discussing the theory of evolution, it is important to focus on the scientific evidence, yet be sensitive to different beliefs. Encourage students to be respectful of their peers' viewpoints.

Component: ***Biology Student Handbook***

ISBN: 9781418358921

Current Page Number(s): 276

Location: 1st paragraph

Original Text: **How does the COVID-19 virus keep evolving?** First, it changed in ways that enabled it to infect people. Then, it evolved in ways that allowed it to infect more people more easily.

Updated Text: **How does the COVID-19 virus keep evolving?** The COVID-19 virus has changed in many ways since it first infected humans. It evolved in ways that allowed it to infect more people more easily.

Component: ***Biology Student Handbook***

ISBN: 9781418358921

Current Page Number(s): XXIII

Location: Question 1 at end of "Ecoregions of Texas" supplemental section in the front matter.

Original Text: **1.** The landscape of Texas has changed and continues to change drastically due to tourism, urbanization, and climate change. These changes have negatively affected some native species. Use the Texas Parks and Wildlife website to research one of the endangered species of Texas. Make a poster or slideshow presentation about your chosen species. Include the name of the species, a photo of the species, where it is found, and what conservation measures are being taken to prevent further decline of the species.

Updated Text: **1.** Over time, the ecology of Texas has changed and continues to change. These changes have negatively affected some native species. Use the Texas Parks and Wildlife website to research one of the endangered species of Texas. Make a poster or slideshow presentation about your chosen species. Include the name of the species, a photo of the species, where it is found, and what conservation measures are being taken to prevent further decline of the species.

Component: ***Biology Student Handbook***

ISBN: 9781418358921

Current Page Number(s): 289

Location: Caption for photo

Original Text: **Small Population Size** Due to climate change and other factors, polar bears are decreasing in numbers. In small populations, genetic diversity can be severely reduced, in a phenomenon called a bottleneck effect.

Updated Text: **Small Population Size** Worldwide, several isolated populations of polar bears have been decreasing in numbers. In small populations, genetic diversity can be severely reduced, a phenomenon called a population bottleneck that can threaten the survival of a species.

Component: ***Biology Student Handbook***

ISBN: 9781418358921

Current Page Number(s): 450

Location: 3rd paragraph, starting with 2nd sentence

Original Text: As the origins of COVID-19 have been investigated, it is clear that it, too, is a zoonotic disease. The animal virus most similar to the first forms of COVID-19 detected in humans is a bat virus known as RaTG13. This virus is 96.8% identical to COVID-19 and can bind to the same receptor proteins on human cells.

Updated Text: As the epidemiology of COVID-19 has been investigated, it is clear that it, too, infects a variety of species including humans. The animal virus most similar to the first forms of COVID-19 detected in humans is a bat virus known as RaTG13. This virus is 96% identical to COVID-19 and can bind to the same receptor proteins on human cells.

Publisher: McGraw Hill

Biology

Program: *McGraw Hill Texas Biology: ELPS*

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 561

Location: p.561 Figure 29 caption

Original Text: Figure 29 Anatomical comparison between a chimpanzee and human illustrates changes in evolution leading to bipedalism.

Updated Text: Figure 29 Anatomical comparison between a hominin and chimpanzee.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 563

Location: p.563 last paragraph, 3rd and 4th sentences

Original Text: Neanderthals had thick skulls, bony brow ridges, and large noses. They also had a heavily muscled, robust stature, as illustrated in Figure 32.

Updated Text: Neanderthals had thick skulls, bony brow ridges, and large noses, as shown in Figure 32. They also had a heavily muscled, robust stature.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 132

Location: p.132 last paragraph, second sentence

Original Text: Some effects are direct, like increases in heat waves, floods, and violent storms.

Updated Text: Some effects are direct, like increases in extreme weather events, floods, and violent storms.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 562

Location: p. 562 5th paragraph, second sentence

Original Text: Currently, it is thought that the genus Homo, which includes living and extinct humans appeared somewhere between 3 and 2.5 mya in Africa, as the environment became cooler.

Updated Text: The current hypothesis says that the genus Homo, which includes living and extinct humans, appeared somewhere between 3 and 2.5 mya in Africa, as the environment became cooler.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 156

Location: p.156 2nd paragraph, first sentence

Original Text: Climate describes the long-term weather patterns of an area.

Updated Text: Climate describes the long-term weather patterns of an area, generally over a three-decade period.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 562

Location: p. 562 5th paragraph, fourth sentence

Original Text: Although the fossil record is lacking fossils, many scientists infer that they evolved from an ancestor of australopithecines, a hominin that lived in the east-central and southern parts of Africa between 4.2 and 1 mya.

Updated Text: Although the fossil record is lacking fossils and is incomplete, many scientists infer that they evolved from an ancestor of australopithecines, a hominin that lived in the east-central and southern parts of Africa between 4.2 and 1 mya.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 538

Location: p.538 1st paragraph

Updated Text: At NASA's Ames Research Center, you might meet scientists who focus on origin of life research and see the mural, shown in Figure 1, that depicts how life on Earth may have emerged. Many scientists have contributed to our understanding of how Earth formed and how life on Earth may have begun. As much is still unknown about the origin of life, it requires much further study. This lesson introduces you to what we understand about these topics.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 557

Location: p.557 Figure 22 caption

Original Text: Primate lineage is thought to have begun about 60 mya from a common ancestor into prosimians, monkeys, and hominoids.

Updated Text: Primate lineage is thought to have begun about 60 mya.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 165

Location: p.165 Revisit the Essential Question

Original Text: Natural changes lead to shifts in Earth's climate between glacial and interglacial periods. Human activities have enhanced the greenhouse effect, leading to global warming and global climate change.

Updated Text: Natural changes lead to shifts in Earth's climate between glacial and interglacial periods. Human activities are an important factor in enhancing the greenhouse effect, leading to global climate change.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 561

Location: p.561 Figure 29

Original Text: Art has chimpanzee on left and hominin on right.

Updated Text: Art will have hominin on left and chimpanzee on right.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 173

Location: p.173 2nd paragraph, last sentence

Updated Text: If constructed on land that is not already developed, there is concern about loss of habitat and subsequent loss of biodiversity around large areas needed to build solar fields like the one in **Figure 2**.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 562

Location: p.562 Figure 30 caption

Original Text: Illustration of how Homo habilis may have appeared.

Updated Text: Skull of Homo habilis.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 180

Location: p.180 2nd paragraph, last sentence

Original Text: However, there are ways to reduce the impact of mining on the environment.

Updated Text: The United States is a global leader in regulating mining and developing technology to reduce the impact of mining on the environment and biodiversity.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 192

Location: p.192 1st paragraph, third sentence

Original Text: Use of renewable resources, such as energy from wind as shown in Figure 21, may provide part of the answer, but they are not a simple fix. It will take a global effort to take on the challenges we face both now, and in the decades to come.

Updated Text: Use of renewable resources, such as energy from wind as shown in Figure 21, may provide part of the answer, as will improvements in technology that limits emissions from fossil fuel use, but there is no simple fix.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 560

Location: p.560 last paragraph, last sentence

Original Text: Hominins are the lineage that most likely led to humans split off from the other African apes between 8 and 5 mya.

Updated Text: Hominins are the lineage that most likely led to humans.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 562

Location: p.562 Figure 30

Original Text: Illustration of Homo habilis

Updated Text: Photo of homo habilis skull

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 194

Location: p.194 2nd bullet point

Original Text: • Renewable resources like solar, water, and wind are generally considered to be sustainable. They do not contribute to the carbon emissions responsible for climate change. Renewable resources do have effects on ecosystem diversity, but these tend to be restricted to small areas, and are often able to be overcome with creativity and planning.

Updated Text: • Renewable resources like solar, water, and wind are generally considered to be sustainable. Although renewable technologies do not themselves release CO2, they do indirectly contribute to climate change because manufacturing the technologies to use these resources results in emissions as well. However, harnessing them has some effects on ecosystem diversity, but these tend to be restricted to small areas, and are often able to be overcome with creativity and planning.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 560

Location: p.560 first paragraph, first sentence

Original Text: Orangutans, gorillas, chimpanzees, and humans are all great apes or hominids.

Updated Text: Orangutans, gorillas, chimpanzees, and humans are all hominids.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 102

Location: p.102 2nd paragraph

Original Text: Scientists who study forest fires similar to the one shown in **Figure 37** are finding that climate change increases the frequency of wildfires, the area of burn, and the length of the wildfire season.

Updated Text: Scientists who study forest fires, similar to the one shown in **Figure 37**, are finding that since the early 1980s climate change has increased the frequency of wildfires, the area of burn, and the length of the wildfire season.

Component: ***McGraw Hill Texas Biology Student Edition***

ISBN: 9780077006754

Current Page Number(s): 560

Location: p.560 last paragraph, first sentence

Original Text: Humans are included in the great ape or hominid family.

Updated Text: Humans are included in the hominid family.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 562

Location: p.562 Figure 31

Original Text: Illustration of Homo ergaster

Updated Text: Photo of homo ergaster skull

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 562

Location: p.562 Figure 31

Original Text: Illustration of Homo erectus

Updated Text: Photo of homo erectus skull

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 128

Location: p.128 2nd paragraph, 2nd sentence

Original Text: This was due primarily to a famine in China in which about 60 million people died.

Updated Text: This was due to one of the greatest manmade disasters in history, a famine in China caused by government policies that led to the deaths of about 60 million people.

Component: *McGraw Hill Texas Biology Student Edition*

ISBN: 9780077006754

Current Page Number(s): 563

Location: p.563 Figure 32

Original Text: Illustration of Homo neanderthalensis

Updated Text: Photo of homo neanderthalensis skull

Publisher: Accelerate Learning Inc.

Chemistry

Program: *STEMscopes Science TX - Chemistry: TEKS*

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

ISBN: 979888266717

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Nuclear Technology

Link to Updated Content:

View Updated Content

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

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

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): all

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

Link to Updated Content:

View Updated Content

Original Text: Several questions were updated

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): all

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

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Nuclear Reactions

Link to Updated Content:

View Updated Content

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Chemistry’s Impact on Water

Link to Updated Content:

View Updated Content

Original Text: adjusted reference to fossil fuels

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Chemistry's Impact on the Environment

Link to Updated Content:

View Updated Content

Original Text: adjusted reference to fossil fuels

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

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

Component: *STEMscopes Science TX - IPC: TEKS*

ISBN: 9798888266755

Link to Current Content:
View Current Content

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

Location: Teacher Background, very last paragraph.

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Link to Updated Content:

View Updated Content

Original Text: New Content

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Generating Electricity

Link to Updated Content:

View Updated Content

Original Text: missing word

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

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

ISBN: 9798888266755

Link to Current Content:
View Current Content

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

Location: Science Connection - Page 1

Link to Updated Content:

View Updated Content

Original Text: Nothing New Under the Sun Skit

Driving Question

How did the Sun's energy end up in your electricity?

Goals • The skit should be three to five minutes in length. • Include information about the following topics: ◦ The basic energy conversion in a generator: mechanical to electric ◦ One of the following resources for powering a generator: wind, fossil fuel, moving water, or solar power ◦ How the Sun is ultimately the source of the energy behind the resource you have chosen ◦ How the Sun is ultimately the source of the energy you use to operate a do-it-yourself generator

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Generating Electricity

Link to Updated Content:

View Updated Content

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

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

ISBN: 9798888266755

Link to Current Content:
View Current Content

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

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

Link to Updated Content:

View Updated Content

Original Text: **Chemistry's Impact on Air Quality**

Smog is a famous example of chemical reactions impacting air quality. Produced by cars and trucks, it is the by-product of internal combustion engines. Smog consists of fine particulates, called soot, and numerous chemicals. These include nitrogen oxides, volatile hydrocarbons, ozone, and carbon monoxide. During rush hour, a high concentration of nitrogen oxides and hydrocarbons are emitted by cars and trucks. These chemicals react with oxygen and water in the air to form more complex chemical compounds that turn the air a distinct shade of brown. This type of air pollution is known as photochemical smog, because it is catalyzed by light from the Sun, and is more common during the summer months when sunlight is brightest. Smog can be harmful to animals (including humans) if inhaled for prolonged periods of time. Some air pollution creates acid rain that also compounds contamination of soil and water systems.

Chemistry's Impact on Global Climate Change

Another impact of chemical reactions is climate change. The burning of fossil fuels, whether to generate electricity or to power cars and trucks, causes the amount of greenhouse gases in the atmosphere to increase. As the number of power plants and the number of cars increase, the amount of greenhouse gases increases in the atmosphere also. This causes the heat naturally released by the ground after it has been exposed to sunlight to become trapped. This trapping of heat increases the global average temperature. Temperatures have already increased by over a degree Celsius compared to the global average over the last 100 years. Scientists predict that if we continue to burn fossil fuels at the current rate, we may experience temperature increases of more than four degrees Celsius. These increased temperatures can affect growing seasons and locations. Foods that need to be grown in cooler climates will no longer grow well in the same area if it is too warm. This change in food production will impact natural food webs and human agriculture.

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Preassessement: Renewable Energy

Link to Updated Content:

View Updated Content

Original Text: New Content

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Nuclear Reactions

Link to Updated Content:

View Updated Content

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

Updated Text: Nuclear Technology

Scenario
Data was collected which demonstrates a decrease in the cost of solar panels over time. The price per Watt has shown a decreasing trend from $7.34 in 2010 to an estimated $2.22 in 2021. The second graph compares the cost of installing solar power sources with nuclear power sources from 2007 compared with 2018. 2018* is a comparison of the cost for ancillary equipment needed to store the energy produced.

Prompt
Write a scientific explanation that predicts the likelihood of solar panels being used as a renewable energy source in the future. Claim: Solar energy may emerge as a potential contender to complement other forms of renewable energy sources, considering its decreasing costs and environmental benefits, even though nuclear energy currently boasts a lower installed cost per kilowatt-hour.

Evidence:
The reduction in the cost of solar panels over the past decade, now averaging just $2.22 per watt, suggests a possible trend towards greater affordability and accessibility for solar energy technology. Solar panels rely on energy from the Sun, which is widely available in most regions, offering a potentially reliable energy source. The cost of installing solar power sources has experienced a decrease, particularly w hen compared to the increasing installation costs associated with nuclear power facilities between 2007 and 2018. While nuclear energy currently has a lower installed cost per kilowatt-hour, it's important to consider the overall environmental and safety aspects when evaluating its future prospects.

Reasoning:
The evidence of decreasing solar panel costs and installation expenses over the last decade raises the possibility that solar energy might become a valuable addition to the mix of renewable energy sources in the future. Solar energy also provides a relatively clean and sustainable energy solution with minimal carbon emissions, making it an appealing option in an environmentally conscious world. However, it's worth noting that nuclear energy, with its lower installed cost per kilowatt-hour, remains a significant player in the energy landscape. The balance between cost and environmental considerations will play a crucial role in shaping the future energy landscape, and the outcome remains uncertain.

NuclearTehcnhology Rubric for Reasoning
2 - The student accurately connected the evidence to that solar panels are safer for the environment and explained the cost benefits from the data shown.
1- The student accurately explained that solar panels are safer for the environment but did not connect it back to the evidence.

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

ISBN: 9798888266755

Link to Current Content:
View Current Content

Current Page Number(s): 1-2

Location: Pages 1-2

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Renewable Energy vs Nonrenewable Energy

Link to Updated Content:

View Updated Content

Original Text: New Content

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Renewable Energy

Link to Updated Content:

View Updated Content

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

Updated Text: Update Renewable Engergy
Scenario
Your local city council has contacted you to present your knowledge on renewable energy. You will need to formulate a response to the following prompt: Currently, we would like to increase our local energy production by using a renewable energy source. Given the data below and what you know of conditions in your local community which renewable energy resource would you recommend?

Prompt: Write a scientific explanation that analyze the effects renewable energy sources have on the environment.
Claim: My community would benefit the most from wind power generation.
Evidence: My community is very windy and the data shows that wind energy allows the power industry to avoid producing 187 million metric tons of carbon dioxide.
Reasoning: The combination of my community being in a windy environment and that wind power allows the power

industry to avoid producing a huge amount of carbon dioxide leads to the recommendation to invest in more wind power generators.

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Renewable Energy

Link to Updated Content:

View Updated Content

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

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

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): NA

Location: Renewable Energy

Link to Updated Content:

View Updated Content

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

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

ISBN: 9798888266755

Link to Current Content:
View Current Content

Current Page Number(s): Identifying Misconceptions section

Location: Identifying Misconceptions section

Link to Updated Content:

View Updated Content

Original Text: Students may think that the greenhouse effect is an abnormal process. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to the appropriate amount of greenhouse effect and how carbon dioxide emissions are related to a runaway greenhouse effect.

Students may think that renewable energy is too expensive to use. Students may need instruction as to newer developments in renewable energy technology.

Students may think that global warming is inevitable. Students may need instruction on ways to slow global warming and current technologies that help accomplish this.

Updated Text: Misconception: the greenhouse effect is an abnormal process. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to the appropriate amount of greenhouse effect and how carbon dioxide emissions are related to a “runaway” greenhouse effect.

Misconception: there are no positives associated with the use of fossil fuels. Students may need instruction as to the benefits of using fossil fuels.

Misconception: renewable energy is too expensive to use. Students may need instruction as to newer developments in renewable energy technology.

Misconception: global warming is inevitable. Students may need instruction as to ways to slow global warming and current technologies to help accomplish this.

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

ISBN: 9798888266762

Current Page Number(s): NA

Location: Misconceptions

Link to Updated Content:

View Updated Content

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

Updated Text: ● Misconception: the greenhouse effect is based on human activity. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to how the greenhouse effect is due to a build up of gases that are produced by natural processes and has been happening for millions of years.

- Misconception: there are no positives associated with the use of fossil fuels. Students may need instruction as to the benefits of using fossil fuels.
- Misconception: renewable energy is available everywhere. Students may need instruction as to how renewable energy is accessed and the cost associated with using this energy.
- Misconception: global warming is inevitable. Students may need instruction as to how the United States has been working to slow this process using many different innovations and technologies.

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

ISBN: 9798888266762

Link to Current Content:
View Current Content

Current Page Number(s): 1

Location: RAFT prompt

Link to Updated Content:

View Updated Content

Original Text: Chemical reactions contributing to global climate change

Updated Text: Chemical reactions that may impact the environment

Publisher: McGraw Hill

Integrated Physics and Chemistry

Program: *McGraw Hill Texas Integrated Physics and Chemistry: ELPS*

Component: ***McGraw Hill Texas Integrated Physics and Chemistry Student Edition***

ISBN: 9780076981687

Current Page Number(s): 213

Location: p.213 last paragraph, first sentence

Original Text: **Health effects of air pollution** Smog and other forms of air pollution have a devastating effect on human health.

Updated Text: **Health effects of air pollution** Both environmental and indoor air pollutants have a devastating effect on human health.

Component: ***McGraw Hill Texas Integrated Physics and Chemistry Student Edition***

ISBN: 9780076981687

Current Page Number(s): 193

Location: p.193 last paragraph, last sentence

Original Text: Figure 8 shows how atmospheric CO2 concentration increased from 1960 to 2021, which was a chief contributor to global climate change.

Updated Text: Figure 8 shows how atmospheric CO2 concentration increased from 1960 to 2021.

Component: ***McGraw Hill Texas Integrated Physics and Chemistry Student Edition***

ISBN: 9780076981687

Current Page Number(s): 204

Location: p.204 last paragraph

Original Text: A disadvantage of hydroelectric power plants is that they can disturb ecosystem balance. Some species of fish migrate back to the rivers in which they hatched to breed. Dams can block migration, causing a decline in fish

population. Fish ladders, shown in **Figure 21**, enable fish to migrate upstream, past some dams. Also, hydroelectric plants can alter habitats by changing the water temperature and causing river sediment buildup.

Updated Text: A disadvantage of hydroelectric power plants is that they can disturb ecosystem balance. Some species of fish migrate back to the rivers in which they hatched to breed. Fish ladders, shown in **Figure 21**, enable fish to migrate upstream, past some dams. Also, hydroelectric plants can alter habitats by changing the water temperature and causing river sediment buildup. Hydroelectric is also not available in areas where water is scarce.

Component: ***McGraw Hill Texas Integrated Physics and Chemistry Student Edition***

ISBN: 9780076981687

Current Page Number(s): 199

Location: p.199 last paragraph, first sentence

Original Text: The World Health Organization estimates that approximately 600,000 people were exposed to levels of radiation that continue to pose a risk to their health.

Updated Text: The World Health Organization estimates that the Chernobyl incident exposed approximately 600,000 people to levels of radiation that continue to pose a risk to their health.

Component: ***McGraw Hill Texas Integrated Physics and Chemistry Student Edition***

ISBN: 9780076981687

Current Page Number(s): 213

Location: p.213 last paragraph, 3rd sentence

Original Text: The particles are also carried by the blood to other organs of the body.

Updated Text: The particles are also carried by the blood to other organs.

Publisher: Savvas Learning

Physics

Program: *Texas Experience Physics (Print with digital): TEKS*

Component: ***Physics Student Digital Access***

ISBN: 9781428553965

Link to Current Content:
View Current Content

Current Page Number(s): 8

Location: Investigation 3 answer key; adding new answer at the end for new question #77 in the print Student Handbook.

Original Text: (n/a; this is a new answer for a new question)

Updated Text: **77. SEP Obtain Information** According to the U.S. Geological Survey, the Holocene interglacial period has lasted about 12,000 years and is projected to last about 8,000 years more. When it ends, another ice age might start.

Component: ***Physics Student Handbook***

ISBN: 9781418358860

Current Page Number(s): 139

Location: Page 139, Investigation 3 Assessment, NEW question #77 at bottom of page.

Original Text: (n/a, new question)

Updated Text: **77. SEP Obtain Information** Recall the Globally Averaged Surface Temperature graph in the section on Milankovitch cycles. Earth is currently in the Holocene interglacial period, a time between ice ages. Research the glacial-interglacial cycles and their causes. From your research, determine when the Holocene interglacial began and when it is predicted to end. What changes would you expect to occur when the Holocene interglacial ends?

Publisher: Savvas Learning

Personal Financial Literacy and Economics

Program: *Personal Financial Literacy for Texas (Print with digital): TEKS*

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Current Page Number(s): 203

Location: Third to last paragraph of inset student page

Updated Text: The federal government does offer programs to help with business recovery after natural disasters, most recently the COVID-19 pandemic. They also have different types of loan programs that a small business might be eligible to receive. The Small Business Administration (SBA) provides grants to small businesses engaged in scientific research and development. The Small Business Innovation Research grants provide grant funding for research that helps achieve federal research and development objectives and has a high potential for commercial success. Other grants are available to help small businesses begin exporting products.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Current Page Number(s): 209

Location: Top of page

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Current Page Number(s): 209

Location: Top of inset student page

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Link to Current Content:
View Current Content

Current Page Number(s): 61

Location: Bottom of page

Original Text: Kareem will only need to build two additional web pages per year to achieve his goal. However, he will have to reduce some time he spends at the gym to find the extra time. What are Kareem's opportunity costs for saving for a house? His opportunity costs are 24 hours a month reduction in gym time. Achieving long-term goals takes much

planning, sacrifice, and effort. Recognizing how and when to spend and save is key to meeting these long-term goals. The opportunity costs must be analyzed to develop a financial plan to help you succeed.

Updated Text: Kareem will only need to build two additional web pages per year to achieve his goal. However, he will have to reduce some time he spends at the gym to find the extra time. What are Kareem's opportunity costs for saving for a house? Recognizing how and when to spend and save is key to meeting these long-term goals. The opportunity costs must be analyzed to develop a financial plan to help you succeed.

Component: ***Personal Financial Literacy for Texas Teacher Edition***

ISBN: 9780138114312

Current Page Number(s): 61

Location: Bottom of inset student page

Original Text: Kareem will only need to build two additional web pages per year to achieve his goal. However, he will have to reduce some time he spends at the gym to find the extra time. What are Kareem's opportunity costs for saving for a house? His opportunity costs are 24 hours a month reduction in gym time. Achieving long-term goals takes much planning, sacrifice, and effort. Recognizing how and when to spend and save is key to meeting these long-term goals. The opportunity costs must be analyzed to develop a financial plan to help you succeed.

Updated Text: Kareem will only need to build two additional web pages per year to achieve his goal. However, he will have to reduce some time he spends at the gym to find the extra time. What are Kareem's opportunity costs for saving for a house? Recognizing how and when to spend and save is key to meeting these long-term goals. The opportunity costs must be analyzed to develop a financial plan to help you succeed.

Component: ***Personal Financial Literacy for Texas Student Edition***

ISBN: 9780138114268

Link to Current Content:
View Current Content

Current Page Number(s): 143

Location: Third and fourth paragraph

Updated Text: In contrast to a pure market, a command economy has a central planner that determines what goods are made and sold. Command economies are often found in communist or socialist countries where the government determines output. In a socialist economy, the government usually owns and controls key industries, but individuals can still own private property. There's a balance between state control and private ownership. In a communist economy, the government owns everything, and there's no private ownership of property. Communism is a threat to free market capitalism. Command economies can have an impact on the United States GDP and particularly trade deficits through limiting access to markets, manipulating currency rates, and regulating access to raw materials.

Component: ***Personal Financial Literacy for Texas Teacher Edition***

ISBN: 9780138114312

Current Page Number(s): 143

Location: Third and fourth paragraph of inset student page

Updated Text: In contrast to a pure market, a command economy has a central planner that determines what goods are made and sold. Command economies are often found in communist or socialist countries where the government determines output. In a socialist economy, the government usually owns and controls key industries, but individuals can still own private property. There's a balance between state control and private ownership. In a communist economy, the government owns everything, and there's no private ownership of property. Communism is a threat to free market

capitalism. Command economies can have an impact on the United States GDP and particularly trade deficits through limiting access to markets, manipulating currency rates, and regulating access to raw materials.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Link to Current Content:
View Current Content

Current Page Number(s): 143

Location: Checkpoint

Original Text: Explain how all economic systems are mixed. How do economic systems exist on a spectrum between pure market and pure command systems? Write a short summary of your thoughts.

Updated Text: How do economic systems exist on a spectrum between pure market and pure command systems? Write a short summary of your thoughts.

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Current Page Number(s): 143

Location: Checkpoint of inset student page

Original Text: Explain how all economic systems are mixed. How do economic systems exist on a spectrum between pure market and pure command systems? Write a short summary of your thoughts.

Updated Text: How do economic systems exist on a spectrum between pure market and pure command systems? Write a short summary of your thoughts.

Component: *Personal Financial Literacy for Texas Student Edition*

ISBN: 9780138114268

Link to Current Content:
View Current Content

Current Page Number(s): 163

Location: Changes in Government Policy/Regulations

Original Text: The government is very active in legislation that impacts the supply of farm products.

Updated Text: The government is very active in legislation that impacts the supply of farm products. Government regulations can also impact free market capitalism through factors such as intellectual property laws, consumer protection laws, and regulating lending practices.

Component: *Personal Financial Literacy for Texas Teacher Edition*

ISBN: 9780138114312

Current Page Number(s): 163

Location: Changes in Government Policy/Regulations of inset student page

Original Text: The government is very active in legislation that impacts the supply of farm products.

Updated Text: The government is very active in legislation that impacts the supply of farm products. Government regulations can also impact free market capitalism through factors such as intellectual property laws, consumer protection laws, and regulating lending practices.

Component: ***Personal Financial Literacy for Texas Student Edition***

ISBN: 9780138114268

Link to Current Content:
View Current Content

Current Page Number(s): 191

Location: Top of page

Original Text: Our society could not function without businesses. Some of the positive impacts of businesses include:

Updated Text: Our society could not function without businesses. Small businesses are particularly important to the Texas economy, contributing to job creation, economic growth, innovation, diversity, and the overall well-being of local communities. Some other positive impacts of businesses include:

Component: ***Personal Financial Literacy for Texas Teacher Edition***

ISBN: 9780138114312

Current Page Number(s): 191

Location: Top of inset student page

Original Text: Our society could not function without businesses. Some of the positive impacts of businesses include:

Updated Text: Our society could not function without businesses. Small businesses are particularly important to the Texas economy, contributing to job creation, economic growth, innovation, diversity, and the overall well-being of local communities. Some other positive impacts of businesses include:

Component: ***Personal Financial Literacy for Texas Student Edition***

ISBN: 9780138114268

Link to Current Content:
View Current Content

Current Page Number(s): 196-197

Location: Entrepreneurship second paragraph

Component: ***Personal Financial Literacy for Texas Teacher Edition***

ISBN: 9780138114312

Current Page Number(s): 196-197

Location: Entrepreneurship second paragraph of inset student page

Component: ***Personal Financial Literacy for Texas Student Edition***

ISBN: 9780138114268

Link to Current Content:
View Current Content

Current Page Number(s): 203

Location: Third to last paragraph

Updated Text: The federal government does offer programs to help with business recovery after natural disasters, most recently the COVID-19 pandemic. They also have different types of loan programs that a small business might be eligible to receive. The Small Business Administration (SBA) provides grants to small businesses engaged in scientific research and development. The Small Business Innovation Research grants provide grant funding for research that helps achieve federal research and development objectives and has a high potential for commercial success. Other grants are available to help small businesses begin exporting products.

Publisher: CEV Multimedia

Child Development

Program: *iCEV Child Development (Individual Course): TEKS*

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 21

Link to Updated Content:

View Updated Content

Original Text: measures the levels of alpha-fetoprotein in the individual's blood

Updated Text: measures the levels of alpha-fetoprotein in the woman's blood

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Key Concepts Answer Key and Student Version Factors Impacting Pregnancy: Good Health Practices Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Questions 1. What are good health practices for pregnant individuals during the third trimester? Healthy Weight Gain (Part 2) individual's body protein and fat: seven pounds

Updated Text: Essential Questions 1. What are good health practices for pregnant women during the third trimester? Healthy Weight Gain (Part 2) woman's body protein and fat: seven pounds

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding IV Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - Fill in the blanks using the word bank provided below.
Many individuals find it fascinating to observe the placenta, the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below.
The placenta is the organ developed by the body to nourish and protect a new life. Once the job of the placenta is

complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Key Concepts Answer Key & Student Version: Factors Impacting Pregnancy: Healthcare

Link to Updated Content:

View Updated Content

Original Text: Appropriate Medical Care: assessing the pregnant individual's:
Appropriate Medical Care: a type of diabetes which develops during pregnancy in individuals who do not have diabetes prior to pregnancy

Updated Text: Appropriate Medical Care: assessing the pregnant woman's:
Appropriate Medical Care: a type of diabetes which develops during pregnancy in women who do not have diabetes prior to pregnancy

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Action Plan

Link to Updated Content:

View Updated Content

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 51

Link to Updated Content:

View Updated Content

Original Text: Is needed to make red blood cells for the growing fetus, placenta and the pregnant individual
Is responsible for carrying oxygen in the blood

Updated Text: Is needed to make red blood cells for the growing fetus, placenta and the mother
Is responsible for carrying oxygen in the blood

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 26

Link to Updated Content:

View Updated Content

Original Text: the age of the pregnant individual and certain environmental factors may play a role in the occurrence of genetic errors

Updated Text: the age of the pregnant woman and certain environmental factors may play a role in the occurrence of genetic errors

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Lesson Plan

Link to Updated Content:

View Updated Content

Original Text: Description: This lesson guides students through the third trimester of pregnancy. Students will investigate topics, such as the stages of prenatal development, physical signs and symptoms of pregnancy, the significance of proper nutrition for both the pregnant individual and the growing fetus, the importance of maintaining a healthy environment, the impact of proper health care and good health practices during the third trimester.
Class 2 Essential Questions 1. What nutritional needs do pregnant individuals have during the third trimester?
2. What healthcare practices are important for pregnant individuals during the third trimester?
Class 3 Essential Questions 1. What are good health practices for pregnant individuals during the third trimester?

Updated Text: Description: This lesson guides students through the third trimester of pregnancy. Students will investigate topics,
such as the stages of prenatal development, physical signs and symptoms of pregnancy, the
significance of proper nutrition for both the pregnant woman and the growing fetus, the importance of
maintaining a healthy environment, the impact of proper health care and good health practices during
the third trimester.
Class 2 Essential Questions 1. What nutritional needs do pregnant women have during the third trimester?
2. What healthcare practices are important for pregnant women during the third trimester?
Class 3 Essential Questions 1. What are good health practices for pregnant women during the third trimester?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Final Assessment Answer Key and Student Version Questions 3, 4, 5, 10, 12,

Link to Updated Content:

View Updated Content

Original Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the individual, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body.

Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor and delivery.

Question 5 - When a laboring individual has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication.

Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring individual needs emergency procedures.

Question 12 - When healthy pregnant individuals go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Updated Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the mother, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body.

Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor and delivery.

Question 5 - When a laboring mother has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication.

Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring mother needs emergency procedures.

Question 12 - When healthy pregnant women go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Video

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Key Concepts Answer Key & Student Version: Factors Impacting Pregnancy: Good Health Practices

Link to Updated Content:

View Updated Content

Original Text: Essential Question: What are good health practices for pregnant individuals during the second trimester?

Updated Text: Essential Question: What are good health practices for pregnant women during the second trimester?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding I Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable individuals to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable females to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 56

Link to Updated Content:

View Updated Content

Original Text: The National Academy of Medicine recognized choline as an essential nutrient in 1998. Both the American Medical Association and the American Academy of Pediatrics advise pregnant individuals to include 450 milligrams per day.

Updated Text: The National Academy of Medicine recognized choline as an essential nutrient in 1998. Both the American Medical Association and the American Academy of Pediatrics advise pregnant women to include 450 milligrams per day.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 28

Link to Updated Content:

View Updated Content

Original Text: Enable families and medical teams to determine the best care options for the individual and the developing fetus

Updated Text: Enable families and medical teams to determine the best care options for the mother and the developing fetus

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Project - Environmental Hazards During Pregnancy

Link to Updated Content:

View Updated Content

Original Text: Possible health consequences for the pregnant individual

Updated Text: Possible health consequences for the pregnant woman

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Natural Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Question - 1. What types of practitioners care for pregnant individuals using the natural model of care?

Models of Care - interventions might be used according to the needs and desires of the pregnant individual

The Natural Model (Part 1) - Methods are used to enable females to move through the stages of labor according to physiological processes

The Natural Model (Part 1) -midwives care for healthy pregnant females

The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant individuals having options for childbirth

The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor, delivery and even after the baby is born

Updated Text: Essential Question - 1. What types of practitioners care for pregnant women using the natural model of care?

Models of Care - interventions might be used according to the needs and desires of the pregnant mother

The Natural Model (Part 1) - Methods are used to enable individuals to move through the stages of labor according to physiological processes

The Natural Model (Part 1) -midwives care for healthy pregnant individuals

The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant mothers having options for childbirth

The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor, delivery and even after the baby is born

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 68

Link to Updated Content:

View Updated Content

Original Text: Include:
routine tests to check both the individual and the developing fetus
examples of tests for the individual include:
anemia, gestational diabetes and certain infections
examples of tests for the fetus include:
nonstress test, biophysical profile, ultrasounds and checks for possible birth defects

Updated Text: Include:
routine tests to check both the mother and the developing fetus
examples of tests for the mother include:
anemia, gestational diabetes and certain infections

examples of tests for the fetus include:
nonstress test, biophysical profile, ultrasounds and checks for possible birth defects

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Lesson Plan

Link to Updated Content:

View Updated Content

Original Text: Description: This lesson guides students through the second trimester of pregnancy. Students will investigate topics, such as the stages of prenatal development, physical signs and symptoms of pregnancy, the significance of proper nutrition for both the pregnant individual and the growing fetus, the impact of proper healthcare, the role of medical advances and good health practices during the second trimester.
Class 2 Essential Question: What changes in diet might a pregnant individual have to make in order to promote a healthy pregnancy?
Class 5 Essential Question: What are good health practices for pregnant individuals during the second trimester?
Class 5 Step 1: Have students locate and share an image of a good health practice for pregnant individuals during the second trimester. Lead a brief class discussion so students can share their findings.

Updated Text: Description: This lesson guides students through the second trimester of pregnancy. Students will investigate topics, such as the stages of prenatal development, physical signs and symptoms of pregnancy, the significance of proper nutrition for both the pregnant woman and the growing fetus, the impact of proper healthcare, the role of medical advances and good health practices during the second trimester.
Class 2 Essential Question: What changes in diet might a pregnant woman have to make in order to promote a healthy pregnancy?
Class 5 Essential Question: What are good health practices for pregnant women during the second trimester?
Class 5 Step 1: Have students locate and share an image of a good health practice for pregnant women during the second trimester. Lead a brief class discussion so students can share their findings.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding II Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - The role of a doula during labor and delivery is to support the laboring individual in the following ways.

Updated Text: Question 5 - The role of a doula during labor and delivery is to support the laboring mother in the following ways.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 57

Link to Updated Content:

View Updated Content

Original Text: Can be worse during pregnancy due to changes in the immune system
During pregnancy may lead to miscarriage or premature delivery
May affect the fetus even if the individual shows no signs of illness

Updated Text: Can be worse during pregnancy due to changes in the immune system
During pregnancy may lead to miscarriage or premature delivery
May affect the fetus even if the mother shows no signs of illness

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Vocabulary Handout

Link to Updated Content:

View Updated Content

Original Text: Birth Plan
written plan created by the pregnant individual to voice expectations and preferences during the labor and delivery process

Cesarean Section (C-Section)
incision made in the abdomen and uterus of a pregnant individual used to deliver a fetus

Doula
trained birthing companion who provides informational, physical and emotional support to a laboring individual throughout the duration of labor and delivery

Midwife
practitioner trained to assist pregnant individuals in childbirth

Updated Text: Birth Plan
written plan created by the pregnant mother to voice expectations and preferences during the labor and delivery process

Cesarean Section (C-Section)
incision made in the abdomen and uterus of a pregnant female used to deliver a fetus

Doula
trained birthing companion who provides informational, physical and emotional support to a laboring mother throughout the duration of labor and delivery

Midwife
practitioner trained to assist pregnant mothers in childbirth

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 32

Link to Updated Content:

View Updated Content

Original Text: assessing the blood pressure and weight gain of the individual
checking the iron levels of the individual

Updated Text: assessing the blood pressure and weight gain of the mother
checking the iron levels of the mother

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Video

Original Text: 1. By now, the pregnant individual may be experiencing common pregnancy symptoms due to the size of the growing fetus.
2. These muscle contractions may lead an individual to think labor is starting.
3. The next phase of life for the pregnant individual is parenthood.

Updated Text: 1. By now, the pregnant woman may be experiencing common pregnancy symptoms due to the size of the growing fetus.
2. These muscle contractions may lead a woman to think labor is starting.
3. The next phase of life for the mother is parenthood.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Medical Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Question 1 - 1. What types of practitioners care for pregnant individuals using the medical model of care?

Medical Practitioners - Who care for pregnant individuals include:

Birth Plans - Enable pregnant individuals to express their needs and desires for labor and delivery to their health care practitioner

Updated Text: Essential Question 1 - 1. What types of practitioners care for pregnant women using the medical model of care?

Medical Practitioners - Who care for pregnant women include:

Birth Plans - Enable pregnant females to express their needs and desires for labor and delivery to their health care practitioner

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 69

Link to Updated Content:

View Updated Content

Original Text: During the first trimester of pregnancy include maintaining a regular exercise routine
physical fitness helps the pregnant individual:
keep the heart, bones and mind healthy
improve sleep
improve self-esteem
lower the risk of depression and anxiety

Updated Text: During the first trimester of pregnancy include maintaining a regular exercise routine
physical fitness helps the mother:
keep the heart, bones and mind healthy
improve sleep
improve self-esteem
lower the risk of depression and anxiety

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Vocabulary Handout

Link to Updated Content:

View Updated Content

Original Text: Gestational Diabetes: type of diabetes which develops during pregnancy in individuals who do not have diabetes prior to pregnancy
Quickening: first movements felt by the pregnant individual; may feel like butterflies or gas

Updated Text: Gestational Diabetes: type of diabetes which develops during pregnancy in women who do not have diabetes prior to pregnancy
Quickening: first movements felt by the pregnant woman; may feel like butterflies or gas

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding III Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 Answer Choice - A. Helps provide a means for pregnant individuals to express needs, desires and expectations to the attending healthcare practitioner

Updated Text: Question 5 Answer Choice - A. Helps provide a means for pregnant females to express needs, desires and expectations to the attending healthcare practitioner

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 63

Link to Updated Content:

View Updated Content

Original Text: Enable families and medical teams to determine the best care options for the individual and the developing fetus
genetic counselors are also available to help families:

understand test results
work through available options
make decisions for the best possible outcomes

Updated Text: Enable families and medical teams to determine the best care options for the mother and the developing fetus
genetic counselors are also available to help families:
understand test results
work through available options
make decisions for the best possible outcomes

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Video Birth Options Segment

Link to Updated Content:

View Updated Content

Original Text: 1. Because every pregnant individual and family is different, some aspects will seem like benefits to some families and drawbacks to others.
2. I would say probably 95% of deliveries, unless you are a higher risk individual, are going to be completely and utterly normal, which is fantastic.

Updated Text: 1. Because every pregnant woman and family is different, some aspects will seem like benefits to some families and drawbacks to others.
2. I would say probably 95% of deliveries, unless you are a higher risk mother, are going to be completely and utterly normal, which is fantastic.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 64

Link to Updated Content:

View Updated Content

Original Text: During pregnancy is referred to as prenatal care
the best practice is to start prenatal care in the first trimester of pregnancy
regular visits may enable complications to be detected early and lead to quality care for the child and the individual
if pregnancy is suspected, schedule an appointment with a healthcare practitioner right away to confirm and begin regular checkups
prenatal visits are usually scheduled approximately once a month during the first trimester of pregnancy

Updated Text: During pregnancy is referred to as prenatal care
the best practice is to start prenatal care in the first trimester of pregnancy
regular visits may enable complications to be detected early and lead to quality care for the child and the mother
if pregnancy is suspected, schedule an appointment with a healthcare practitioner right away to confirm and begin regular checkups
prenatal visits are usually scheduled approximately once a month during the first trimester of pregnancy

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Video Models of Care: Natural Segment

Link to Updated Content:

View Updated Content

Original Text: 1. With the medical model interventions might be used according to the needs and desires of the pregnant individual.
2. Because physicians, midwives, and pregnant individuals have differing views and perspectives of childbirth practices, prenatal care and delivery methods will differ.
3. Practitioners in all settings desire to provide quality care and want what is best for pregnant individuals and their babies.
4. Practitioners who have the natural mindset employ methods and practices which enable individuals to move through the stages of labor according to physiological processes.
5. The American College of Obstetricians and Gynecologists or ACOG is supportive of pregnant individuals having options when choosing childbirth care.
6. Laboring individuals under the care of a midwife will be encouraged to move around and find positions of comfort.
7. Movement during labor provides for normal blood flow to the fetus and the individual, promotes gravity, and allows the contractions to accomplish the goal of moving the fetus through the body.
8. Other natural ways to cope with labor include words of encouragement and coaching from not only the midwife but other support persons, such as the pregnant individual's partner, close friend, or family member, or a doula.
9. A doula is a trained birthing companion who provides informational, physical, and emotional support to the laboring individual throughout the duration of labor, delivery, and even after the baby is born.
10. When a laboring individual has continuous support and is permitted to respond to personal pain and comfort cues, the labor is more likely to progress normally and often without complication.

Updated Text: 1. With the medical model interventions might be used according to the needs and desires of the pregnant mother.
2. Because physicians, midwives, and pregnant mothers have differing views and perspectives of childbirth practices, prenatal care and delivery methods will differ.
3. Practitioners in all settings desire to provide quality care and want what is best for pregnant mothers and their babies.
4. Practitioners who have the natural mindset employ methods and practices which enable mothers to move through the stages of labor according to physiological processes.
5. The American College of Obstetricians and Gynecologists or ACOG is supportive of pregnant mothers having options when choosing childbirth care.
6. Laboring mothers under the care of a midwife will be encouraged to move around and find positions of comfort.
7. Movement during labor provides for normal blood flow to the fetus and the mother, promotes gravity, and allows the contractions to accomplish the goal of moving the fetus through the body.
8. Other natural ways to cope with labor include words of encouragement and coaching from not only the midwife but other support persons, such as the pregnant mother's partner, close friend, or family member, or a doula.
9.A doula is a trained birthing companion who provides informational, physical, and emotional support to the laboring mother throughout the duration of labor, delivery, and even after the baby is born.
10. When a laboring mother has continuous support and is permitted to respond to personal pain and comfort cues, the labor is more likely to progress normally and often without complication.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 36

Link to Updated Content:

View Updated Content

Original Text: The Pregnant Individual
high blood pressure can cause problems during pregnancy for both the individual and the growing fetus

Updated Text: The Pregnant Woman
high blood pressure can cause problems during pregnancy for both the woman and the growing fetus

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Action Plan

Link to Updated Content:

View Updated Content

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Birth Segment

Link to Updated Content:

View Updated Content

Original Text: Birth - if the individual has previously given birth

Updated Text: Birth - if the mother has previously given birth

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 12

Link to Updated Content:

View Updated Content

Original Text: Refers to when a pregnant individual comes in contact with one of the following:
pesticides
heavy metals
organic solvents

Updated Text: Hazardous Materials Exposure Refers to when a pregnant woman comes in contact with one of the following:
pesticides
heavy metals
organic solvents

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 70

Link to Updated Content:

View Updated Content

Original Text: Healthy Pregnant Individuals If a pregnant individual has an established exercise routine before becoming pregnant, it is usually safe to continue after becoming pregnant. However, the best practice is to discuss exercise practices with a healthcare practitioner.

Updated Text: Healthy Pregnant Women If a woman has an established exercise routine before becoming pregnant, it is usually safe to continue after becoming pregnant. However, the best practice is to discuss exercise practices with a healthcare practitioner.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Slide 7

Link to Updated Content:

View Updated Content

Original Text: Due to the size and weight of the fetus at this stage, it is recommended for individuals to eat small meals and snacks more often rather than three large meals per day.

Updated Text: Due to the size and weight of the fetus at this stage, it is recommended for pregnant women to eat small meals and snacks more often rather than three large meals per day.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding IV Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - Fill in the blanks using the word bank provided below.
Many individuals find it fascinating to observe the placenta, the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below.
The placenta is the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: First Trimester Check for Understanding II Anwer Key and Student Version-question 5

Link to Updated Content:

View Updated Content

Original Text: Which of the following statements is true concerning the impact of the age of the pregnant individual?

Updated Text: Which of the following statements is true concerning the impact of the age of the woman?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Slide 8

Link to Updated Content:

View Updated Content

Original Text: fruits, vegetables, whole grain products, protein foods and dairy products will provide the needed nutrients to keep the individual and fetus growing strong

Updated Text: fruits, vegetables, whole grain products, protein foods and dairy products will provide the needed nutrients to keep the mother and fetus growing strong

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Final Assessment Answer Key and Student Version Questions 3, 4, 5, 10, 12,

Link to Updated Content:

View Updated Content

Original Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the individual, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body.

Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor and delivery.

Question 5 - When a laboring individual has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication.

Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring individual needs emergency procedures.

Question 12 - When healthy pregnant individuals go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Updated Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the mother, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body.

Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor and delivery.

Question 5 - When a laboring mother has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication.

Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring mother needs emergency procedures.

Question 12 - When healthy pregnant women go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 65

Link to Updated Content:

View Updated Content

Original Text: Depends on attending all prenatal appointments
issues can be caught early and monitored at regular visits
regular visits also provide the opportunity for the individual to ask questions and share concerns with the healthcare practitioner

Updated Text: Depends on attending all prenatal appointments
issues can be caught early and monitored at regular visits
regular visits also provide the opportunity for the mother to ask questions and share concerns with the healthcare practitioner

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Video Models of Care: Medical Segment

Link to Updated Content:

View Updated Content

Original Text: 1. Medical practitioners who care for individuals during pregnancy and birth include family physicians and obstetricians.
2. When caring for laboring individuals, medical practitioners often employ methods and routines which align with medical models of care.
3. When healthy pregnant individuals go into labor naturally and are allowed to progress normally, medical interventions may not be needed.
4. Again, pregnant individuals and families have choices when deciding where to deliver.
5. The priority is for pregnant individuals to find the setting which brings them a sense of comfort and trust.
6. Regardless of where an individual chooses to give birth, it is helpful to create a birth plan.

Updated Text: 1. Medical practitioners who care for mothers during pregnancy and birth include family physicians and obstetricians.
2. When caring for laboring mothers, medical practitioners often employ methods and routines which align with medical models of care.
3. When healthy pregnant women go into labor naturally and are allowed to progress normally, medical interventions may not be needed.
4. Again, pregnant mothers and families have choices when deciding where to deliver.
5. The priority is for pregnant mothers to find the setting which brings them a sense of comfort and trust.
6. Regardless of where a woman chooses to give birth, it is helpful to create a birth plan.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 37

Link to Updated Content:

View Updated Content

Original Text: The Pregnant Individual

Updated Text: The Pregnant Woman

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding I Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable individuals to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable females to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Lesson Plan

Link to Updated Content:

View Updated Content

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 13

Link to Updated Content:

View Updated Content

Original Text: Pregnant individuals may encounter pesticides if employed in landscaping, agriculture or farming. In the home environment, contact might include gardening or combating yard pests.

Updated Text: Pregnant women may encounter pesticides if employed in landscaping, agriculture or farming. In the home environment, contact might include gardening or combating yard pests.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Check for Understanding IV Answer Key and Student Version-question 1 and 4

Link to Updated Content:

View Updated Content

Original Text: Question 1 Answer Choice-Family and individual health history
Question 4-Fill in the blanks using the word bank provided below. Regular prenatal care visits may enable complications to be detected early and lead to quality care for the child and the individual.

Updated Text: Question 1 Answer Choice-Health history
Question 4-Fill in the blanks using the word bank provided below. Regular prenatal care visits may enable complications to be detected early and lead to quality care for the child and the mother.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Slide 11

Link to Updated Content:

View Updated Content

Original Text: the blood pressure and weight gain of the individual
the iron levels of the individual

Updated Text: the blood pressure and weight gain of the mother
the iron levels of the mother

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Natural Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Question - 1. What types of practitioners care for pregnant individuals using the natural model of care?

Models of Care - interventions might be used according to the needs and desires of the pregnant individual

The Natural Model (Part 1) - Methods are used to enable females to move through the stages of labor according to physiological processes

The Natural Model (Part 1) -midwives care for healthy pregnant females

The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant individuals having options for childbirth

The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor, delivery and even after the baby is born

Updated Text: Essential Question - 1. What types of practitioners care for pregnant women using the natural model of care?

Models of Care - interventions might be used according to the needs and desires of the pregnant mother

The Natural Model (Part 1) - Methods are used to enable individuals to move through the stages of labor according to physiological processes

The Natural Model (Part 1) -midwives care for healthy pregnant individuals

The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant mothers having options for childbirth

The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor, delivery and even after the baby is born

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 66

Link to Updated Content:

View Updated Content

Original Text: Usually involves:
estimation of the due date
a full physical exam including:
checking blood pressure, weight and drawing blood for lab tests
breast, pelvic and cervical examination
family and individual health history
lifestyle questions such as:
diet, exercise, substance use, relationships and mental health
honest answers will enable the practitioner to provide specific care for the individual and the developing fetus

Updated Text: Usually involves:
estimation of the due date
a full physical exam including:
checking blood pressure, weight and drawing blood for lab tests
breast, pelvic and cervical examination
health history
lifestyle questions such as:
diet, exercise, substance use, relationships and mental health
honest answers will enable the practitioner to provide specific care for the mother and the developing fetus

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Video Stages of Labor Segment

Link to Updated Content:

View Updated Content

Original Text: 1. Many pregnant individuals also have a strong urge to clean the house and make sure everything is organized for the new baby.
2. For first time pregnancies, this stage usually lasts longer than for individuals who are preparing to give birth to a subsequent child.
3.The length of this stage depends on factors such as pain medication, birthing position, or if the individual has previously given birth.
4. The health care practitioner will usually guide the laboring individual through this process.

Updated Text: 1. Many pregnant women also have a strong urge to clean the house and make sure everything is organized for the new baby.
2. For first time pregnancies, this stage usually lasts longer than for mothers who are preparing to give birth to a subsequent child.
3. The length of this stage depends on factors such as pain medication, birthing position, or if the woman has previously given birth.
4. The health care practitioner will usually guide the laboring mother through this process.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 38

Link to Updated Content:

View Updated Content

Original Text: Individual’s body protein and fat

Updated Text: Woman's body protein and fat

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding II Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - The role of a doula during labor and delivery is to support the laboring individual in the following ways.

Updated Text: Question 5 - The role of a doula during labor and delivery is to support the laboring mother in the following ways.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Student Handout - Birth Options Claras Story

Link to Updated Content:

View Updated Content

Original Text: The bathroom had a bathtub and Clara was informed some laboring individuals like to take warm baths during labor to ease the pain.

The center also had a kitchen where midwives would prepare food and beverages for laboring individuals to help them through the process.

In this book, individuals from all walks of life shared their personal experiences of labor and delivery.

Some stories included individuals who had one birth at a hospital and one at a birthing center.

Each individual must decide where to give birth and who will attend to the needs of their labor and delivery.

When pregnant individuals are educated, much of the apprehension of what to expect is relieved.

Updated Text: The bathroom had a bathtub and Clara was informed some laboring mothers like to take warm baths during labor to ease the pain.

The center also had a kitchen where midwives would prepare food and beverages for laboring mothers to help them through the process.

In this book, mothers from all walks of life shared their personal experiences of labor and delivery.

Some stories included mothers who had one birth at a hospital and one at a birthing center.

Each mother must decide where to give birth and who will attend to the needs of their labor and delivery.

When pregnant mothers are educated, much of the apprehension of what to expect is relieved.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 15

Link to Updated Content:

View Updated Content

Original Text: Can be toxic and cause negative health consequences including birth defects if a pregnant individual is exposed to them
dental assistants are at risk of encountering hazardous metals if preparing dental fillings
paint industry workers and certain types of artists may be at risk of exposure to metals

Updated Text: Can be toxic and cause negative health consequences including birth defects if a pregnant woman is exposed to them
dental assistants are at risk of encountering hazardous metals if preparing dental fillings
paint industry workers and certain types of artists may be at risk of exposure to metals

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Final Assessment Answer Key and Student Version-question 11, 14, 16, 18

Link to Updated Content:

View Updated Content

Original Text: Question 11-Select all of the following recommended practices for individuals to follow during pregnancy.
Question 14 Answer Choice-Age of the pregnant individual

Question 16 Answer Choice-Is avoidable if an individual gets plenty of exercise
Question 18-Which of the following is the recommended amount of exercise for a pregnant individual?

Updated Text: Question 11-Select all of the following recommended practices for women to follow during pregnancy.
Question 14 Answer Choice-Age of the pregnant mother
Question 16 Answer Choice-Is avoidable if a woman gets plenty of exercise
Question 18-Which of the following is the recommended amount of exercise for a pregnant woman?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Slide 13

Link to Updated Content:

View Updated Content

Original Text: checking the individual's weight, blood pressure and urine

Updated Text: checking the pregnant woman's weight, blood pressure and urine

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Medical Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Question 1 - 1. What types of practitioners care for pregnant individuals using the medical model of care?

Medical Practitioners - Who care for pregnant individuals include:

Birth Plans - Enable pregnant individuals to express their needs and desires for labor and delivery to their health care practitioner

Updated Text: Essential Question 1 - 1. What types of practitioners care for pregnant women using the medical model of care?

Medical Practitioners - Who care for pregnant women include:

Birth Plans - Enable pregnant females to express their needs and desires for labor and delivery to their health care practitioner

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 40

Link to Updated Content:

View Updated Content

Original Text: Is a type of diabetes which develops during pregnancy in individuals who did not have diabetes prior to pregnancy

Updated Text: Is a type of diabetes which develops during pregnancy in women who did not have diabetes prior to pregnancy

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding III Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 Answer Choice - A. Helps provide a means for pregnant individuals to express needs, desires and expectations to the attending healthcare practitioner

Updated Text: Question 5 Answer Choice - A. Helps provide a means for pregnant females to express needs, desires and expectations to the attending healthcare practitioner

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 18

Link to Updated Content:

View Updated Content

Original Text: May affect individuals who work in certain occupations such as:
areas of the healthcare industry
clothing and textiles
paint and plastics
laboratory workers
artists
oil and chemical industry workers
cosmetologists, beauticians and nail salon technicians
metal workers
dry cleaning workers

Updated Text: May affect women who work in certain occupations such as:
areas of the healthcare industry
clothing and textiles
paint and plastics
laboratory workers
artists
oil and chemical industry workers
cosmetologists, beauticians and nail salon technicians
metal workers
dry cleaning workers

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Key Concepts Prenatal Development Segment

Link to Updated Content:

View Updated Content

Original Text: Pregnancy (Part 1)-gestational age is counted from the first day of the individual's last menstrual cycle
Physical Signes of Pregnancy-this hormone is released into the urine of the individual after implantation has taken place
Tenth Week-The blood volume of the individual increases by 40 to 50 percent

Updated Text: Pregnancy (Part 1) gestational age is counted from the first day of the woman's last menstrual cycle
Physical Signes of Pregnancy-this hormone is released into the urine of the woman after implantation has taken place
Tenth Week-The blood volume of the mother increases by 40 to 50 percent

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Slide 31

Link to Updated Content:

View Updated Content

Original Text: From drugs, alcohol, tobacco and other harmful substances is one of the best choices a pregnant individual can make for the health of the developing fetus

Updated Text: From drugs, alcohol, tobacco and other harmful substances is one of the best choices a pregnant woman can make for the health of the developing fetus

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Birth Segment

Link to Updated Content:

View Updated Content

Original Text: Birth - if the individual has previously given birth

Updated Text: Birth - if the mother has previously given birth

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 47

Link to Updated Content:

View Updated Content

Original Text: the recommendation is for pregnant individuals to "listen to their bodies"
(Pregnancy Points): The Centers for Disease Control and Prevention (CDC) recommends avoiding activities which require an individual to lay flat on the back after the first trimester.

Updated Text: the recommendation is for pregnant women to "listen to their bodies"
(Pregnancy Points): The Centers for Disease Control and Prevention (CDC) recommends avoiding activities which require a woman to lay flat on the back after the first trimester.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding IV Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - Fill in the blanks using the word bank provided below.
Many individuals find it fascinating to observe the placenta, the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below.
The placenta is the organ developed by the body to nourish and protect a new life. Once the job of the placenta is complete, it is no longer needed. After birth, the placenta is also inspected to be sure it is fully intact. If fragments of placenta tissue are left in the uterus, infection and bleeding result.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 19

Link to Updated Content:

View Updated Content

Original Text: May be avoided if the individual is aware of the dangers
communication with supervisors for possible reassignments during pregnancy is important

Updated Text: May be avoided if the woman is aware of the dangers
communication with supervisors for possible reassignments during pregnancy is important

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Key Concepts Factors Impacting Pregnancy: Environmental and Personal Segment

Link to Updated Content:

View Updated Content

Original Text: Personal Factors-the age of the pregnant individual
Personal Factors-individuals who give birth before the age of 17 or after the age of 35 are at a greater risk of complications

Updated Text: Personal Factors-the age of the pregnant mother
Personal Factors-mothers who give birth before the age of 17 or after the age of 35 are at a greater risk of complications

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Slide 33

Link to Updated Content:

View Updated Content

Original Text: Individual's body protein and fat

Updated Text: Woman’s body protein and fat

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Labor and Delivery Methods Lesson Plan

Link to Updated Content:

View Updated Content

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 53

Link to Updated Content:

View Updated Content

Original Text: From drugs, alcohol, tobacco and other harmful substances is one of the best choices a pregnant individual can make for the health of the developing fetus

Updated Text: From drugs, alcohol, tobacco and other harmful substances is one of the best choices a pregnant woman can make for the health of the developing fetus

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Labor and Delivery Methods Final Assessment Answer Key and Student Version Questions 3, 4, 5, 10, 12,

Link to Updated Content:

View Updated Content

Original Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the individual, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body.

Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor and delivery.

Question 5 - When a laboring individual has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication.

Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring individual needs emergency procedures.

Question 12 - When healthy pregnant individuals go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Updated Text: Question 3 - Fill in the blanks using the word bank provided below. Movement during labor allows normal blood flow to the fetus and the mother, promotes gravity and allows the contractions to accomplish the goal of moving the fetus through the body.

Question 4 - A _____ is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor and delivery.

Question 5 - When a laboring mother has continuous support and is permitted to respond to personal pain and comfort cues, the labor is allowed to progress normally and often without complication.

Question 10 - Restricting _____ during labor is often practiced at hospitals in case the laboring mother needs emergency procedures.

Question 12 - When healthy pregnant women go into labor naturally and are allowed to progress normally, medical interventions may not be needed.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 20

Link to Updated Content:

View Updated Content

Original Text: May also expose pregnant individuals to environmental hazards
working with various cleaning products
handling certain home repair and maintenance products
applying various garden maintenance products

Updated Text: May also expose pregnant women to environmental hazards
working with various cleaning products
handling certain home repair and maintenance products
applying various garden maintenance products

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Action Plan

Link to Updated Content:

View Updated Content

Original Text: Class 2 Essential Question: 1. What changes in diet might a pregnant individual have to make in order to promote a healthy pregnancy?
Class 5 Essential Question 1: What are good health practices for pregnant individuals during the second trimester?
Class 5 Step 1: Locate and share an image of a good health practice for pregnant individuals during the second trimester. Participate in a brief class discussion to share your findings.

Updated Text: Class 2 Essential Question: 1. What changes in diet might a pregnant woman have to make in order to promote a healthy pregnancy?
Class 5 Essential Question 1: What are good health practices for pregnant women during the second trimester?

Class 5 Step 1: Locate and share an image of a good health practice for pregnant women during the second trimester. Participate in a brief class discussion to share your findings.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Natural Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Question - 1. What types of practitioners care for pregnant individuals using the natural model of care?

Models of Care - interventions might be used according to the needs and desires of the pregnant individual

The Natural Model (Part 1) - Methods are used to enable females to move through the stages of labor according to physiological processes

The Natural Model (Part 1) -midwives care for healthy pregnant females

The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant individuals having options for childbirth

The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring individual throughout the duration of labor, delivery and even after the baby is born

Updated Text: Essential Question - 1. What types of practitioners care for pregnant women using the natural model of care?

Models of Care - interventions might be used according to the needs and desires of the pregnant mother

The Natural Model (Part 1) - Methods are used to enable individuals to move through the stages of labor according to physiological processes

The Natural Model (Part 1) -midwives care for healthy pregnant individuals

The Natural Model (Part 2) - the American College of Obstetricians and Gynecologists or ACOG supports pregnant mothers having options for childbirth

The Natural Model (Part 2) - a doula is a trained birthing companion who provides informational, physical and emotional support to the laboring mother throughout the duration of labor, delivery and even after the baby is born

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 21

Link to Updated Content:

View Updated Content

Original Text: May also expose pregnant individuals to environmental hazards
cleaning the cat litter box
soaking in a hot tub or sauna using very hot water
Toxoplasma gondii, a parasite commonly found in cat feces, causes toxoplasmosis. Toxoplasmosis can be detrimental to pregnant individuals.

Updated Text: May also expose pregnant women to environmental hazards
cleaning the cat litter box
soaking in a hot tub or sauna using very hot water
Toxoplasma gondii, a parasite commonly found in cat feces, causes toxoplasmosis. Toxoplasmosis can be detrimental to pregnant women.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Key Concepts Factors Impacting Pregnancy: Nutritional Segment

Link to Updated Content:

View Updated Content

Original Text: Proteins-essential for the growth and development of the fetus and the pregnant individual
Foode Borne Illness-May affect the fetus even if the individual shows no signs of illness

Updated Text: Proteins-essential for the growth and development of the fetus and the mother
Food Borne Illness-May affect the fetus even if the mother shows no signs of illness

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Action Plan

Link to Updated Content:

View Updated Content

Original Text: Class 2 Essential Questions 1. What nutritional needs do pregnant individuals have during the third trimester?
2. What healthcare practices are important for pregnant individuals during the third trimester?
Class 3 Essential Questions 1. What are good health practices for pregnant individuals during the third trimester?

Updated Text: Class 2 Essential Questions 1. What nutritional needs do pregnant women have during the third trimester?
2. What healthcare practices are important for pregnant women during the third trimester?
Class 3 Essential Questions 1. What are good health practices for pregnant women during the third trimester?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Student Handout - Birth Options Claras Story

Link to Updated Content:

View Updated Content

Original Text: The bathroom had a bathtub and Clara was informed some laboring individuals like to take warm baths during labor to ease the pain.

The center also had a kitchen where midwives would prepare food and beverages for laboring individuals to help them

through the process.

In this book, individuals from all walks of life shared their personal experiences of labor and delivery.

Some stories included individuals who had one birth at a hospital and one at a birthing center.

Each individual must decide where to give birth and who will attend to the needs of their labor and delivery.

When pregnant individuals are educated, much of the apprehension of what to expect is relieved.

Updated Text: The bathroom had a bathtub and Clara was informed some laboring mothers like to take warm baths during labor to ease the pain.

The center also had a kitchen where midwives would prepare food and beverages for laboring mothers to help them through the process.

In this book, mothers from all walks of life shared their personal experiences of labor and delivery.

Some stories included mothers who had one birth at a hospital and one at a birthing center.

Each mother must decide where to give birth and who will attend to the needs of their labor and delivery.

When pregnant mothers are educated, much of the apprehension of what to expect is relieved.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Check for Understanding I Answer Key and Student Version-question 3

Link to Updated Content:

View Updated Content

Original Text: For many pregnant individuals, nausea decreases during the second trimester.

Updated Text: For many pregnant women, nausea decreases during the second trimester.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Models of Care: Medical Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Question 1 - 1. What types of practitioners care for pregnant individuals using the medical model of care?

Medical Practitioners - Who care for pregnant individuals include:

Birth Plans - Enable pregnant individuals to express their needs and desires for labor and delivery to their health care practitioner

Updated Text: Essential Question 1 - 1. What types of practitioners care for pregnant women using the medical model of care?

Medical Practitioners - Who care for pregnant women include:

Birth Plans - Enable pregnant females to express their needs and desires for labor and delivery to their health care practitioner

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 23

Link to Updated Content:

View Updated Content

Original Text: Affecting pregnancy may include:
hereditary factors
the age of the pregnant individual

Updated Text: Affecting pregnancy may include:
hereditary factors
the age of the pregnant mother

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Lesson Plan

Link to Updated Content:

View Updated Content

Original Text: Description-This lesson guides students through the first trimester of pregnancy including conception and the early development of a new life. Lesson materials also cover the effects of pregnancy on the new parent. Students will investigate topics, such as the stages of prenatal development, physical signs of pregnancy, the importance of maintaining a healthy and safe environment during pregnancy, the significance of proper nutrition for both the pregnant individual and the growing fetus and the impact of proper health care.

Updated Text: Description-This lesson guides students through the first trimester of pregnancy including conception and the early development of a new life. Lesson materials also cover the effects of pregnancy on the new parent. Students will investigate topics, such as the stages of prenatal development, physical signs of pregnancy, the importance of maintaining a healthy and safe environment during pregnancy, the significance of proper nutrition for both the pregnant woman and the growing fetus and the impact of proper health care.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Check for Understanding II Answer Key and Student Version Question 2

Link to Updated Content:

View Updated Content

Original Text: Due to the size and weight of the fetus at this stage, it is recommended for individuals to eat small meals and snacks more often rather than three large meals per day.

Updated Text: Due to the size and weight of the fetus at this stage, it is recommended for pregnant women to eat small meals and snacks more often rather than three large meals per day.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Vocabulary Handout

Link to Updated Content:

View Updated Content

Original Text: Birth Plan
written plan created by the pregnant individual to voice expectations and preferences during the labor and delivery process

Cesarean Section (C-Section)
incision made in the abdomen and uterus of a pregnant individual used to deliver a fetus

Doula
trained birthing companion who provides informational, physical and emotional support to a laboring individual throughout the duration of labor and delivery

Midwife
practitioner trained to assist pregnant individuals in childbirth

Updated Text: Birth Plan
written plan created by the pregnant mother to voice expectations and preferences during the labor and delivery process

Cesarean Section (C-Section)
incision made in the abdomen and uterus of a pregnant female used to deliver a fetus

Doula
trained birthing companion who provides informational, physical and emotional support to a laboring mother throughout the duration of labor and delivery

Midwife
practitioner trained to assist pregnant mothers in childbirth

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Video

Original Text: 1. Pregnancy is the term used to describe the period in which life develops inside the womb or uterus of an individual. 2. The weeks are counted from the first day of an individual's last menstrual cycle to delivery, which is referred to as gestational age. 3. As this development is taking place inside the body, the pregnant individual may notice physical and emotional signs. 4. This hormone is released into the urine of the pregnant individual after implantation has taken place about 14 days after fertilization. 5. At this time, the blood volume of the pregnant individual increases by 40% to 50%.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Check for Understanding II Answer Key and Student Version-question 2

Link to Updated Content:

View Updated Content

Original Text: Pregnant individuals should _____.

Updated Text: Pregnant women should _____.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Labor and Delivery Methods Key Concepts Answer Key and Student Version Birth Segment

Link to Updated Content:

View Updated Content

Original Text: Birth - if the individual has previously given birth

Updated Text: Birth - if the mother has previously given birth

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 25

Link to Updated Content:

View Updated Content

Original Text: Age of the Pregnant Individual May also affect conception and development of a new life
Might be considered a hereditary or an environmental factor
individuals who give birth before the age of 17 or after the age of 35 are at a greater risk of complications

Updated Text: Age of the Pregnant Mother May also affect conception and development of a new life
Might be considered a hereditary or an environmental factor
mothers who give birth before the age of 17 or after the age of 35 are at a greater risk of complications

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: First Trimester Project-Meal Planning During Pregnancy

Link to Updated Content:

View Updated Content

Original Text: Direction 3-Create a meal plan for a pregnant individual.

Updated Text: Direction 3-Create a meal plan for a pregnant woman.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Final Assessment Answer Key and Student Version Question 8 Answer Choices and Question 16

Link to Updated Content:

View Updated Content

Original Text: 8. Consistent monitoring of the fetus and pregnant individual
Routine tests for the health and safety of the fetus and pregnant individual
16. If an individual is at a healthy normal weight prior to pregnancy, what is the recommended amount of weight to gain during pregnancy?

Updated Text: 8. Consistent monitoring of the fetus and the mother
Routine tests for the health and safety of the fetus and the mother
16. If a woman is at a healthy normal weight prior to pregnancy, what is the recommended amount of weight to gain during pregnancy?

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Labor and Delivery Methods Action Plan

Link to Updated Content:

View Updated Content

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Check for Understanding IV Answer Key and Student Version-question 3

Link to Updated Content:

View Updated Content

Original Text: Obtaining quality sleep is easy for most pregnant individuals during the second trimester because pregnancy is often tiring to the body.

Updated Text: Obtaining quality sleep is easy for most pregnant women during the second trimester because pregnancy is often tiring to the body.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Labor and Delivery Methods Lesson Plan

Link to Updated Content:

View Updated Content

Original Text: Essential Question Class 2: 1. What types of practitioners care for pregnant individuals using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant individuals using the medical model of care?

Updated Text: Essential Question Class 2: 1. What types of practitioners care for pregnant women using the natural model of care?

Essential Question Class 3: 1. What types of practitioners care for pregnant women using the medical model of care?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 26

Link to Updated Content:

View Updated Content

Original Text: Age of the Pregnant Individual May lead to complications related to a lack of prenatal care early in pregnancy
younger pregnant individuals are less likely to seek prenatal care in the first trimester
specific complications for younger individuals include:
pregnancy related high blood pressure
premature birth and low birth weight

Updated Text: Age of the Pregnant Mother May lead to complications related to a lack of prenatal care early in pregnancy
younger pregnant mothers are less likely to seek prenatal care in the first trimester
specific complications for younger mothers include:
pregnancy related high blood pressure
premature birth and low birth weight

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Student Handout-Pregnancy Complications

Link to Updated Content:

View Updated Content

Original Text: Gestational Diabetes-Gestational diabetes is a type of diabetes which develops during pregnancy in individuals who did not have diabetes prior to pregnancy. This type of diabetes occurs when the body cannot make enough insulin during pregnancy. Insulin is an important hormone produced in the pancreas which enables the body to allow blood sugar into the cells for use as energy. Having gestational diabetes can increase the risk of high blood pressure. It can also increase the risk of having a large baby which needs to be delivered by cesarean section. Other risk factors include preterm birth, low blood sugar and developing type two diabetes later in life.
Preeclampsia-Preeclampsia has to do with high blood pressure. The increased pressure in the placental arteries restricts the blood flow to the placenta. If this condition is not treated, parts of the placenta can die causing the baby to be in distress. It can also lead to seizures in the individual. Seizures are considered a medical emergency. Once it reaches the point of seizures it is referred to as eclampsia.

Updated Text: Gestational Diabetes-Gestational diabetes is a type of diabetes which develops during pregnancy in women who did not have diabetes prior to pregnancy. This type of diabetes occurs when the body cannot make enough insulin during pregnancy. Insulin is an important hormone produced in the pancreas which enables the body to allow blood sugar into the cells for use as energy. Having gestational diabetes can increase the risk of high blood pressure. It

can also increase the risk of having a large baby which needs to be delivered by cesarean section. Other risk factors include preterm birth, low blood sugar and developing type two diabetes later in life.
Preeclampsia-Preeclampsia has to do with high blood pressure. The increased pressure in the placental arteries restricts the blood flow to the placenta. If this condition is not treated, parts of the placenta can die causing the baby to be in distress. It can also lead to seizures in the mother. Seizures are considered a medical emergency. Once it reaches the point of seizures it is referred to as eclampsia.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Key Concepts Answer Key and Student Version Prenatal Development Segment

Link to Updated Content:

View Updated Content

Original Text: Braxton-Hicks Contractions may lead an individual to think labor is starting

Updated Text: Braxton-Hicks Contractions may lead a pregnant woman to think labor is starting

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding I Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable individuals to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Updated Text: Question 5 - Fill in the blanks using the word bank provided below. Practitioners who have the natural mindset employ methods and practices which enable females to move through the stages of labor according to physiological processes. These professionals specialize in working with healthy pregnancies and often hold the title of midwife.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Video

Original Text: 1. By this time, the individual may be experiencing body aches numb or tingling hands and swelling in the ankles, fingers, and face. 2. For many individuals, nausea has decreased due to the leveling out of hormones, which may lead to more energy.

Component: ***iCEV Child Development (Individual Course)***

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Final Assessment Answer Key and Student Version-question 2, 5, 12, 15

Link to Updated Content:

View Updated Content

Original Text: 2: During the second trimester, for many pregnant individuals, nausea decreases due to _____.
5: Pregnant individuals should aim to eat twice as much food during the second trimester.
12: The age of the pregnant individual may play a role in the occurrence of genetic errors.
15: _____ diabetes is a type of diabetes which develops during pregnancy in individuals who did not have diabetes prior to pregnancy.

Updated Text: 2: During the second trimester, for many pregnant women, nausea decreases due to _____.
5: Pregnant women should aim to eat twice as much food during the second trimester.
12: The age of the pregnant woman may play a role in the occurrence of genetic errors.
15: _____ diabetes is a type of diabetes which develops during pregnancy in women who did not have diabetes prior to pregnancy.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Student Handout - Birth Options Claras Story

Link to Updated Content:

View Updated Content

Original Text: The bathroom had a bathtub and Clara was informed some laboring individuals like to take warm baths during labor to ease the pain.

The center also had a kitchen where midwives would prepare food and beverages for laboring individuals to help them through the process.

In this book, individuals from all walks of life shared their personal experiences of labor and delivery.

Some stories included individuals who had one birth at a hospital and one at a birthing center.

Each individual must decide where to give birth and who will attend to the needs of their labor and delivery.

When pregnant individuals are educated, much of the apprehension of what to expect is relieved.

Updated Text: The bathroom had a bathtub and Clara was informed some laboring mothers like to take warm baths during labor to ease the pain.

The center also had a kitchen where midwives would prepare food and beverages for laboring mothers to help them through the process.

In this book, mothers from all walks of life shared their personal experiences of labor and delivery.

Some stories included mothers who had one birth at a hospital and one at a birthing center.

Each mother must decide where to give birth and who will attend to the needs of their labor and delivery.

When pregnant mothers are educated, much of the apprehension of what to expect is relieved.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 27

Link to Updated Content:

View Updated Content

Original Text: Age of the Pregnant Individual

Updated Text: Age of the Pregnant Mother

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slides: 7

Link to Updated Content:

View Updated Content

Original Text: Affects the health of the individual as well as the growing fetus
A pregnant individual should only add about 300 extra calories each day.

Updated Text: Affects the health of the mother as well as the growing fetus
A pregnant woman should only add about 300 extra calories each day.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Key Concepts Answer Key and Student Version Factors Impacting Pregnancy: Nutritional Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Questions 1. What nutritional needs do pregnant individuals have during the third trimester?

Updated Text: Essential Questions 1. What nutritional needs do pregnant women have during the third trimester?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding II Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 - The role of a doula during labor and delivery is to support the laboring individual in the following ways.

Updated Text: Question 5 - The role of a doula during labor and delivery is to support the laboring mother in the following ways.

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Key Concepts Answer Key & Student Version: Factors Impacting Pregnancy: Nutritional

Link to Updated Content:

View Updated Content

Original Text: Essential Question: What changes in diet might a pregnant individual have to make in order to promote a healthy pregnancy?
Nutritional Needs - Nutrition affects the health of the pregnant individual as well as the growing fetus
Nutritional Needs - pregnant individuals should only add about 300 extra calories each day
Carbohydrates & Protein - is essential for the pregnant individual
Dairy Products & Specific Nutrients - provide calcium for the pregnant individual and the fetus

Updated Text: Essential Question: What changes in diet might a pregnant woman have to make in order to promote a healthy pregnancy?
Nutritional Needs - Nutrition affects the health of the mother as well as the growing fetus
Nutritional Needs - pregnant women should only add about 300 extra calories each day
Carbohydrates & Protein - is essential for the pregnant woman
Dairy Products & Specific Nutrients - provide calcium for the woman and the fetus

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Vocabulary Handout

Link to Updated Content:

View Updated Content

Original Text: Birth Plan
written plan created by the pregnant individual to voice expectations and preferences during the labor and delivery process

Cesarean Section (C-Section)
incision made in the abdomen and uterus of a pregnant individual used to deliver a fetus

Doula
trained birthing companion who provides informational, physical and emotional support to a laboring individual throughout the duration of labor and delivery

Midwife
practitioner trained to assist pregnant individuals in childbirth

Updated Text: Birth Plan
written plan created by the pregnant mother to voice expectations and preferences during the labor and delivery process

Cesarean Section (C-Section)
incision made in the abdomen and uterus of a pregnant female used to deliver a fetus

Doula
trained birthing companion who provides informational, physical and emotional support to a laboring mother throughout the duration of labor and delivery

Midwife
practitioner trained to assist pregnant mothers in childbirth

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: First Trimester Slide 38

Link to Updated Content:

View Updated Content

Original Text: Are essential for the growth and development of the fetus and for the individual's body to support the new life
growth of the placenta
increased blood supply
uterine tissue

Updated Text: Are essential for the growth and development of the fetus and for the mother’s body to support the new life
growth of the placenta
increased blood supply
uterine tissue

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Second Trimester Slide 12

Link to Updated Content:

View Updated Content

Original Text: the individual’s regulation of body fluids

Updated Text: the woman’s regulation of body fluids

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Pregnancy: Third Trimester Key Concepts Answer Key and Student Version Factors Impacting Pregnancy: Healthcare Segment

Link to Updated Content:

View Updated Content

Original Text: Essential Questions 1. What healthcare practices are important for pregnant individuals during the third trimester?

Updated Text: Essential Questions 1. What healthcare practices are important for pregnant women during the third trimester?

Component: *iCEV Child Development (Individual Course)*

ISBN: 9798888640012

Location: Labor and Delivery Methods Check for Understanding III Answer Key and Student Version - question 5

Link to Updated Content:

View Updated Content

Original Text: Question 5 Answer Choice - A. Helps provide a means for pregnant individuals to express needs, desires and expectations to the attending healthcare practitioner

Updated Text: Question 5 Answer Choice - A. Helps provide a means for pregnant females to express needs, desires and expectations to the attending healthcare practitioner

Publisher: The Curriculum Center for Family and Consumer Sciences

Child Development

Program: *Child Development: TEKS*

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T2_U4_Available Technology

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T2_U4_Available Technology

Updated Text: T6_U2_Online Safety

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T4_U2_Toddlers and Screen Time

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T4_U2_Toddlers and Screen Time

Updated Text: T4_U2_Toy Safety

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T6_U1_Developmental Differences

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T6_U1_Developmental Differences

Updated Text: T6_U1_Social and Emotional Development

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T4_U2_Toddlers and Screen Time

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T4_U2_Toddlers and Screen Time

Updated Text: T4_U2_Evaluation

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T5_U1_Developmental Milestones II

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T5_U1_Developmental Milestones II

Updated Text: T5_U2_Guidance

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T1_U2_Online Parenting Resources

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T1_U2_Online Parenting Resources

Updated Text: T6_U2_Online Safety

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T2_U4_Available Technology

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T2_U4_Available Technology

Updated Text: T6_U2_Online Safety

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T6_U2_Needs

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T6_U2_Needs

Updated Text: T6_U1_Bullying I

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T6_U1_School Environment I

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T6_U1_School Environment I

Updated Text: T6_U1_School Environment II

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T6_U2_Social Organizations

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T6_U2_Social Organizations

Updated Text: T6_U1_School Environment II

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T6_U1_Developmental Differences

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T6_U1_Developmental Differences

Updated Text: T6_U1_Self Esteem

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T6_U2_Quality Time

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T6_U2_Quality Time

Updated Text: T6_U2_Friends

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T6_U2_Quality Time

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T6_U2_Quality Time

Updated Text: T6_U2_Communication

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T9_U5_FCCLA and Professional Growth

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T9_U5_FCCLA and Professional Growth

Updated Text: T9_U3_Knowledge and Skills III

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T9_U5_FCCLA and Professional Growth

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T9_U5_FCCLA and Professional Growth

Updated Text: T9_U3_Knowledge and Skills V

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T6_U2_Online Safety

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T6_U2_Online Safety

Updated Text: T6_U2_Intellectual Needs II

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T2_U2_Mendel's Laws of Inheritance

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T2_U2_Mendel's Laws of Inheritance

Updated Text: T2_U2_Risk Factors

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T2_U4 Available Technology

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T2_U4 Available Technology

Updated Text: T1_U2_Online Parenting Resources

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T2_U4 Available Technology

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T2_U4 Available Technology

Updated Text: T6_U2_Online Safety

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T2_U2_Mendel's Laws of Inheritance

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T2_U2_Mendel's Laws of Inheritance

Updated Text: T2_U2_Fetal Alcohol Syndrome

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T1_U3_Basic Nutrition II

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T1_U3_Basic Nutrition II

Updated Text: T2_U3_Prenatal Care Practices

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T1_U3_Basic Nutrition II

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T1_U3_Basic Nutrition II

Updated Text: T2_U3_Prenatal Testing

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T3_U1_Types of Development

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T3_U1_Types of Development

Updated Text: T3_U1_Emotions I

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T3_U1_Types of Development

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T3_U1_Types of Development

Updated Text: T3_U1_Behavior

Component: *Child Development*

ISBN: 9.78195E+12

Link to Current Content:
View Current Content

Current Page Number(s): T3_U1_Skill Development

Location: https://ttu-ce.blackboard.com/ultra/courses/_574_1/outline

Link to Updated Content:

View Updated Content

Original Text: T3_U1_Skill Development

Updated Text: T3_U1_Interrealted Development

Publisher: CEV Multimedia

Child Development Associate Foundations

Program: *iCEV Child Development Associate Foundations (Individual Course): TEKS*

Component: *iCEV Child Development Associate Foundations (Individual Course)*

ISBN: 9798888640029

Location: SBOE members did not pinpoint specific references requiring remediation for this course. However, considering the feedback received on the Child Development and Instructional Practices courses, we conducted an internal audit of this course, and were unable to find language like “individual” used to replace “woman,” nor could we find reference to the terms “sexual orientation” or “gender identity.”

Original Text: The course was designed with a focus on addressing the Texas Essential Knowledge and Skills (TEKS) and meeting the objectives necessary for learners to attain the Child Development Associate industry-based certification.

Updated Text: Should there be specific requests for remediation, we are more than willing to implement those changes upon receipt of the provided feedback.

Publisher: Savvas Learning

Health Science Theory

Program: *Health Science Theory for Texas (Print with digital): TEKS*

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 32

Location: Top of inset student page

Component: ***Health Science Theory for Texas Teacher Edition***

ISBN: 9780138046095

Current Page Number(s): 31

Location: Bottom of insert student page

Component: ***Health Science Theory for Texas Student Edition***

ISBN: 9780138046057

Link to Current Content:
View Current Content

Current Page Number(s): 32

Location: Top of the page

Original Text: State public health services, such as the Texas Department of State Health Services (DSHS), provide health education materials. They are responsible for water and food purity, communicable disease control, alcohol and drug abuse control, maternal health, and licensing of various health agencies.

The U.S. Department of Health and Human Services (USDHHS) protects the health of all Americans by providing vital human services, especially to those least able to help themselves.

The National Institute of Health (NIH) is the world's leading agency for conducting and supporting medical research.

Component: ***Health Science Theory for Texas Student Edition***

ISBN: 9780138046057

Link to Current Content:
View Current Content

Current Page Number(s): 31

Location: Bottom of the page

Component: ***Health Science Theory for Texas Student Edition***

ISBN: 9780138046057

Link to Current Content:
View Current Content

Current Page Number(s): 138

Location: Second to last paragraph

Original Text: For example, a patient experiencing stomach pain may be referred to a psychologist if the physician suspects that the patient is under emotional stress. The psychologist may refer him to a biofeedback specialist for stress management. This process continues until the patient's/client's needs are met in all areas.

Updated Text: For example, a patient experiencing stomach pain may be referred to a spiritual leader such as a member of the clergy if the physician suspects that the patient is under emotional stress.

Component: ***Health Science Theory for Texas Student Edition***

ISBN: 9780138046057

Link to Current Content:
View Current Content

Current Page Number(s): 162

Location: Top of the page

Original Text: The structure of family is important in all cultures. There are nuclear families, a term developed in Western society referring to the basic family group—usually a mother, father, and children.

Updated Text: The structure of family is important in all cultures. Nuclear families usually include a mother, a father, and children.

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 162

Location: Top of inset student page

Original Text: The structure of family is important in all cultures. There are nuclear families, a term developed in Western society referring to the basic family group—usually a mother, father, and children.

Updated Text: The structure of family is important in all cultures. Nuclear families usually include a mother, a father, and children.

Component: *Health Science Theory for Texas Student Edition*

ISBN: 9780138046057

Link to Current Content:
View Current Content

Current Page Number(s): 158

Location: Second to last paragraph

Original Text: They must also be concerned about ethnocentricity, a belief in the superiority of one ethnic group. Western medicine, for example, is not necessarily superior to alternative Chinese treatments.

Updated Text: They must also be concerned about ethnocentricity, a belief in the superiority of one ethnic group.

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 158

Location: Second to last paragraph of inset student page

Original Text: They must also be concerned about ethnocentricity, a belief in the superiority of one ethnic group. Western medicine, for example, is not necessarily superior to alternative Chinese treatments.

Updated Text: They must also be concerned about ethnocentricity, a belief in the superiority of one ethnic group.

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 138

Location: Second to last paragraph of inset student page

Original Text: For example, a patient experiencing stomach pain may be referred to a psychologist if the physician suspects that the patient is under emotional stress. The psychologist may refer him to a biofeedback specialist for stress management. This process continues until the patient's/client's needs are met in all areas.

Updated Text: For example, a patient experiencing stomach pain may be referred to a spiritual leader such as a member of the clergy if the physician suspects that the patient is under emotional stress.

Component: *Health Science Theory for Texas Student Edition*

ISBN: 9780138046057

Link to Current Content:
View Current Content

Current Page Number(s): 128

Location: Top of the page

Original Text: Discriminatory behavior includes treating an individual or group of people differently based on such things as their race, color, national origin, religion, sexual orientation, or age.

Updated Text: Discriminatory behavior includes treating an individual or group of people differently based on such things as their race, color, national origin, religion, or age.

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 128

Location: Top of inset student page

Original Text: Discriminatory behavior includes treating an individual or group of people differently based on such things as their race, color, national origin, religion, sexual orientation, or age.

Updated Text: Discriminatory behavior includes treating an individual or group of people differently based on such things as their race, color, national origin, religion, or age.

Publisher: CEV Multimedia

Instructional Practices

Program: *iCEV Instructional Practices (Individual Course): TEKS*

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Slide 19

Link to Updated Content:

View Updated Content

Original Text: Kolb's Theory
Is represented by a four-stage learning cycle
concrete experience
reflective observation
abstract conceptualization
active experimentation
Suggests effective learning occurs when an individual progresses through a cycle of all four stages

Development Element: Learners may enter the learning cycle at any point and will learn best if they practice all four cycles.

Updated Text:
Deleted slide

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Slide 20

Link to Updated Content:

View Updated Content

Updated Text:
Deleted slide

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Action Plan

Link to Updated Content:

View Updated Content

Original Text: Class 1 and 2 Essential Question Number 3-What are the educational practices within Kolb's theory?

Updated Text: 3. What are the educational practices within Piaget's theory?

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Final Assessment Anwer Key and Student Version Question 15

Link to Updated Content:

View Updated Content

Original Text: Kolb's theory states learning is the process in which new ideas or concepts are created through prior knowledge and experiences.

Updated Text: Erikson's theory proposes individual's experience social and emotional development in eight distinct stages.

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Key Concepts Answer Key Learning and Human Development Segment

Link to Updated Content:

View Updated Content

Original Text: Kolb's Theory (Part 1)
Is the learning process which new ideas of concepts are created through prior knowledge and experiences
learning is a continuous process obtained through experiences

learning requires the resolution of conflicts
learning involves adapting to the world and interacting with the environment
learning is the process of creating knowledge from the interaction between social and personal knowledge
Is represented by four stages:
concrete experience
reflective observation
abstract conceptualization
active experimentation
Suggests effective learning occurs when the individual progresses through all stages

Kolb's Theory (Part 2)
Educational practices include:
allowing for collaborative learning or groups
incorporating research projects or case studies
using simulations
providing discovery learning activities

Updated Text: Deleted

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Key Concepts Student Version Learning and Human Development Segment

Link to Updated Content:

View Updated Content

Original Text: Kolb's Theory (Part 1)
Is the learning process which new ideas of _____ are created through prior knowledge and experiences
learning is a continuous process obtained through _____
learning requires the _____ of conflicts
learning involves _____ to the world and interacting with the environment
learning is the process of creating knowledge from the interaction between _____ and personal knowledge
Is represented by _____ stages:
concrete experience
_____ observation
abstract conceptualization
active _____
Suggests effective learning occurs when the individual progresses through _____

Kolb's Theory (Part 2)
Educational practices include:
allowing for collaborative learning or _____
incorporating _____ projects or case studies
using _____
providing _____ learning activities

Updated Text: Deleted

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Key Concepts Answer Key and Student Version Learning and Human Development Segment

Link to Updated Content:

View Updated Content

Original Text: Class 1 and 2 Essential Question Number 3-What are the educational practices within Kolb's theory?

Updated Text: 3. What are the educational practices within Piaget's theory?

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Student Handout-Theories

Link to Updated Content:

View Updated Content

Original Text: Kolb's Theory:
1. Concrete Experience - Learning from specific experiences and relating to others

2. Reflective Observation - Observing before making a judgement by viewing the environment from different perspectives

3. Abstract conceptualization - Logical analysis of ideas and acting on intellectual understanding of a situation

4. Active experimentation - Ability to get things done by influencing people and events through action

Updated Text: Deleted

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: Diversity in the Classroom Slide 4

Link to Updated Content:

View Updated Content

Original Text: Can be divided into:
primary dimensions
cannot be changed
includes race, ethnicity, gender, sexuality and physical ability
secondary dimension
can change over time
includes religion, education level, work experience, military experience, geographic location, socio-economic status, relational status

Updated Text: Can be divided into:
primary dimensions
cannot be changed
includes race, ethnicity, gender and physical ability
secondary dimension
can change over time
includes religion, education level, work experience, military experience, geographic location, socio-economic status, relational status

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Diversity in the Classroom Slide 5

Link to Updated Content:

View Updated Content

Original Text: Consist of identity markers such as:
race
ethnicity
age
gender
sexuality
ability
religion
nationality
educational background

Updated Text: Deleted

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Diversity in the Classroom Slide 7

Link to Updated Content:

View Updated Content

Original Text: National Education Association
Believes:
a diverse society enriches all individuals
similarities and differences among race, ethnicity, national origin, language, geographic location, religion, gender, sexual orientation, gender identification, age, physical ability, size, occupation, and marital, parental or economic status form the fabric of a society
education should foster a vibrant, pluralistic society that authentically reflects diverse populations and cultural perspectives

Updated Text: Deleted

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Diversity in the Classroom Slide 8

Link to Updated Content:

View Updated Content

Original Text: Are more diverse than any other time in history
students represent different races, ethnicities, cultures and socioeconomic backgrounds and speak many different languages
students have a wide range of academic, physical and social abilities or skills
students come from backgrounds which include a range of family situations

Updated Text: Are more diverse than any other time in history
students represent different races, ethnicities, cultures and socioeconomic backgrounds and speak many different languages
students have a wide range of academic, physical and social abilities or skills

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: Diversity in the Classroom Key Concepts Answer Key

Link to Updated Content:

View Updated Content

Original Text: Dimensions of Diversity
•Are divided into:
primary dimensions
•cannot be changed
•race, ethnicity, gender, sexuality and physical ability
secondary dimensions
•change over time
•religion, education level, work and military experience, geographic location, socio-economic status, relational status

Cultural Locations
•Consist of:
race
ethnicity
age
gender
sexuality
ability
religion
nationality
educational background
•Influence how fixed an individual is in their society
at the center is mainstream society
located on the margins is part of a hidden group

Updated Text: Dimensions of Diversity
•Are divided into:
primary dimensions
•cannot be changed
•race, ethnicity, gender and physical ability
secondary dimensions
•change over time
•religion, education level, work and military experience, geographic location, socio-economic status, relational status

Deleted

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: Diversity in the Classroom Key Concepts Student Version

Link to Updated Content:

View Updated Content

Original Text: Dimensions of Diversity
•Are divided into:
_____ dimensions
•cannot be _____
•race, ethnicity, _____, sexuality and physical ability
_____ dimensions
• change over _____
• _____, education level, work and military experience, geographic location, socio-economic status, relational status

Cultural Locations
•Consist of:
race
ethnicity
_____
gender
sexuality
ability
religion
nationality
_____ background
•Influence how _____ an individual is in their _____
at the _____ is mainstream society
located on the margins is part of a _____ group

Updated Text: Dimensions of Diversity
•Are divided into:
_____ dimensions
•cannot be _____
•race, ethnicity, _____ and physical ability
_____ dimensions
• change over _____
• _____, education level, work and military experience, geographic location, socio-economic status, relational status

Deleted

Component: ***iCEV Instructional Practices (Individual Course)***

ISBN: 9798888640128

Location: Diversity in the Classroom Key Concepts Answer Key

Link to Updated Content:

View Updated Content

Original Text: National Education Association
•Believes:
diverse societies enrich all individuals
•similarities and differences

education should foster a vibrant, pluralistic society that authentically reflects diverse populations and cultural perspectives

Updated Text: Deleted

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Slide 14

Link to Updated Content:

View Updated Content

Original Text: Include various principles and theories from well-known theorists
Jean Piaget
David Kolb
Lev Vygotsky
Erik Erikson

Updated Text: Include various principles and theories from well-known theorists
Jean Piaget
Lev Vygotsky
Erik Erikson

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: Creating a Successful Learning Environment Slide 18

Link to Updated Content:

View Updated Content

Original Text: Kolb's Theory
States learning is the process in which new ideas or concepts are created through prior experiences and knowledge
learning is a continuous process obtained through experiences
learning requires the resolution of conflicts
learning involves adapting to the world and interacting with the environment
learning is the process of creating knowledge as a result of the interaction between social and personal knowledge

Updated Text:
Deleted slide

Component: *iCEV Instructional Practices (Individual Course)*

ISBN: 9798888640128

Location: Diversity in the Classroom Key Concepts Student Version

Link to Updated Content:

View Updated Content

Original Text: National Education Association
•Believes:
_____ societies enrich all individuals

•similarities and differences
education should _____ a vibrant, pluralistic society that authentically reflects diverse populations and _____ perspectives

Updated Text: Deleted