

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
1	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(i) demonstrate safe practices as described in the Texas Safety Standards during classroom investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Activity Object demonstrates safe practices as described in the Texas Safety Standards.	Q1-Q2-Q5 in the Assessment of the Activity Object ask students to demonstrate safe practices during classroom investigations, as described in the Texas Safety Standards.
2	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(i) demonstrate safe practices as described in the Texas Safety Standards during classroom investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)		Q1-Q2-Q5 in the "Learner Journal" section of the Activity Sheet ask students to demonstrate safe practices during classroom investigations, as described in the Texas Safety Standards.
3	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(i) demonstrate safe practices as described in the Texas Safety Standards during classroom investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Enrichment Sheet 1, students learn more about demonstrating safe practices during classroom investigations, as described in the Texas Safety Standards.	In Enrichment Sheet 1, students are asked to demonstrate safe practices during classroom investigations, as described in the Texas Safety Standards.
4	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(i) demonstrate safe practices as described in the Texas Safety Standards during classroom investigations	TX2_USSAN200102	The Safety of Classroom Investigations (TX2_USSAN200102)	The Animation demonstrates safe practices during classroom investigations, as described in the Texas Safety Standards.	The Question-Answer Sheet asks students to demonstrate safe practices during classroom investigations, as described in the Texas Safety Standards.
5	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(ii) demonstrate safe practices as described in the Texas Safety Standards during outdoor investigations	TX2_USSAN200110	The Safety of Outdoor Investigations (TX2_USSAN200110)	The Animation demonstrates safe practices during outdoor investigations, as described in the Texas Safety Standards.	Q1-Q2-Q3-Q4-Q5 of the "After the Animation" section in the Question-Answer Sheet ask students to demonstrate safe practices during outdoor investigations, as described in the Texas Safety Standards.
6	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(ii) demonstrate safe practices as described in the Texas Safety Standards during outdoor investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Activity Object demonstrates safe practices during outdoor investigations, as described in the Texas Safety Standards.	The Activity Sheet asks students to demonstrate safe practices during outdoor investigations, as described in the Texas Safety Standards.
7	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(ii) demonstrate safe practices as described in the Texas Safety Standards during outdoor investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	Enrichment Sheet 1 teaches students to demonstrate safe practices during outdoor investigations, as described in the Texas Safety Standards.	In Enrichment Sheet 1, students are asked to demonstrate safe practices during outdoor investigations, as described in the Texas Safety Standards.
8	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(iii) demonstrate the use of safety equipment as described in the Texas Safety Standards during classroom investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Activity Object demonstrates the use of safety equipment described in the Texas Safety Standards.	Q3 and Q4 of the Assessment in the Activity Object ask students to demonstrate the use of safety equipment during classroom investigations, as described in the Texas Safety Standards.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
9	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(iii) demonstrate the use of safety equipment as described in the Texas Safety Standards during classroom investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)		Q4-Q5-Q7 in the "Learner Journal" section of the Activity Sheet ask students to demonstrate the use of safety equipment during classroom investigations, as described in the Texas Safety Standards.
10	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(iii) demonstrate the use of safety equipment as described in the Texas Safety Standards during classroom investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	Enrichment Sheet 1 teaches students to demonstrate the use of safety equipment during classroom investigations, as described in the Texas Safety Standards.	Enrichment Sheet 1 asks students to demonstrate the use of safety equipment during classroom investigations, as described in the Texas Safety Standards.
11	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(iii) demonstrate the use of safety equipment as described in the Texas Safety Standards during classroom investigations	TX2_USSAN200102	The Safety of Classroom Investigations (TX2_USSAN200102)	The Animation demonstrates the use of safety equipment during classroom investigations, as described in the Texas Safety Standards.	The Question-Answer Sheet asks students to demonstrate the use of safety equipment during classroom investigations, as described in the Texas Safety Standards.
12	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(iv) demonstrate the use of safety equipment as described in the Texas Safety Standards during outdoor investigations	TX2_USSAN200110	The Safety of Outdoor Investigations (TX2_USSAN200110)	The Animation demonstrates the use of safety equipment during outdoor investigations, as described in the Texas Safety Standards.	
13	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations	(iv) demonstrate the use of safety equipment as described in the Texas Safety Standards during outdoor investigations	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	Enrichment Sheet 1 demonstrates the use of safety equipment during outdoor investigations, as described in the Texas Safety Standards.	Enrichment Sheet 1 asks students to demonstrate the use of safety equipment during outdoor investigations, as described in the Texas Safety Standards.
14	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) make informed choices in the conservation, disposal, and recycling of materials	(i) make informed choices in the conservation of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Part 3 of the Activity Object, students are informed about the conservation of materials.	
15	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) make informed choices in the conservation, disposal, and recycling of materials	(i) make informed choices in the conservation of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	Enrichment Sheet 1 teaches students to make informed choices in the conservation of materials.	Enrichment Sheet 1 assesses students' ability to make informed choices in the conservation of materials.
16	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) make informed choices in the conservation, disposal, and recycling of materials	(ii) make informed choices in the disposal of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In the Activity Object, students are informed about choices regarding the disposal of materials.	

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
17	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) make informed choices in the conservation, disposal, and recycling of materials	(ii) make informed choices in the disposal of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	Enrichment Sheet 1 teaches students to make informed choices in the disposal of materials.	Enrichment Sheet 1 assesses students' ability to make informed choices in the disposal of materials.
18	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) make informed choices in the conservation, disposal, and recycling of materials	(iii) make informed choices in the recycling of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Part 3 of the Activity Object, students are informed about choices in the recycling of materials.	
19	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) make informed choices in the conservation, disposal, and recycling of materials	(iii) make informed choices in the recycling of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	Enrichment Sheet 1 teaches students to make informed choices in the recycling of materials.	Enrichment Sheet 1 assesses students' ability to make informed choices in the recycling of materials.
20	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(A) describe, plan, and implement simple experimental investigations testing one variable	(i) describe simple experimental investigations testing one variable	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Activity Object includes an experimental investigation that demonstrates how the manipulation of one variable may or may not affect mass/volume ratio.	
21	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(A) describe, plan, and implement simple experimental investigations testing one variable	(i) describe simple experimental investigations testing one variable	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet describes a simple experimental set-up that tests one variable.	In the Lab Sheet, students are assessed on their ability to describe experimental set-ups that test one variable.
22	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(A) describe, plan, and implement simple experimental investigations testing one variable	(ii) plan simple experimental investigations testing one variable	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Activity Object plans an experimental investigation that demonstrates how the manipulation of one variable may or may not affect mass/volume ratio.	
23	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(A) describe, plan, and implement simple experimental investigations testing one variable	(ii) plan simple experimental investigations testing one variable	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet informs students how to plan experimental investigations that test one variable.	In the Lab Sheet, students must document their plan for an experimental investigation that tests one variable.
24	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(A) describe, plan, and implement simple experimental investigations testing one variable	(iii) implement simple experimental investigations testing one variable	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Activity Object implements an experimental investigation that demonstrates how the manipulation of one variable may or may not affect mass/volume ratio.	
25	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(A) describe, plan, and implement simple experimental investigations testing one variable	(iii) implement simple experimental investigations testing one variable	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet tells students how to implement experimental investigations that test one variable.	In the Lab Sheet, students must document their implementation of an experimental investigation that tests one variable.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
26	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(i) ask well-defined questions	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Activity Object implements an experimental investigation that includes asking questions throughout the exercise.	In the Activity Object, students must ask the right questions in order to successfully carry out the experiment. In order to achieve this, students provide responses that are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
27	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(i) ask well-defined questions	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet involves an investigation in which students ask well-defined questions.	In the Lab Sheet, students must write out their well-defined questions.
28	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(i) ask well-defined questions	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	The Activity Object implements an experimental investigation that includes asking questions about various steps in the investigation.	In the Activity Object, students must ask the right questions in order to successfully carry out the experiment. In order to achieve this, students provide responses that are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
29	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(ii) formulate testable hypotheses	TX2_USSXP190101	Environmental Factors that Affect the Growth of Molds (TX2_USSXP190101)	In Part 2 of the Activity Object, students formulate a testable hypothesis, which is later supported or not supported by observational evidence.	In the Activity Object, students must provide responses with regard to the formulation of their hypothesis. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
30	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(ii) formulate testable hypotheses	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet involves an investigation in which students formulate testable hypotheses.	In the Lab Sheet, students must write out their testable hypotheses.
31	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(iii) select appropriate equipment	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet involves an investigation in which students must select appropriate equipment.	In the Lab Sheet, students must select appropriate equipment in order to carry out their investigation.
32	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(iii) select appropriate equipment	TX2_USSSM050101	Separation of Mixtures (TX2_USSSM050101)	In the Activity Object, students select appropriate equipment to separate mixtures.	In the Activity Object, students must provide responses with regard to selecting the appropriate equipment for their investigations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
33	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(iii) select appropriate equipment	TX2_USSSM130301	Solar Energy: Designing a Solar Car (TX2_USSSM130301)	In the Activity Object, students select appropriate equipment to design a solar car.	In the Activity Object, students must provide responses with regard to selecting the appropriate equipment to build their car. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
34	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(iv) select appropriate technology	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet involves an investigation in which students must select appropriate technology.	In the Lab Sheet, students must select appropriate technology to carry out their investigations.
35	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(iv) select appropriate technology	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students select appropriate technology to study hurricane formation.	In the Activity Object, students must provide responses with regard to selecting the appropriate equipment to study hurricane formation. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
36	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(iv) select appropriate technology	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students select appropriate technology for their investigations.	In the Activity Object, students must provide responses with regard to selecting the appropriate equipment for their investigations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
37	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(v) use appropriate equipment	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet involves an investigation in which students must use appropriate equipment.	In the Lab Sheet, students are assessed on their ability to use appropriate equipment.
38	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(v) use appropriate equipment	TX2_USSSM050101	Separation of Mixtures (TX2_USSSM050101)	In the Activity Object, students use appropriate equipment to separate mixtures.	In the Activity Object, students must provide responses with regard using appropriate equipment for their investigations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
39	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(v) use appropriate equipment	TX2_USSSM130301	Solar Energy: Designing a Solar Car (TX2_USSSM130301)	In the Activity Object, students use appropriate equipment to build a solar car.	In the Activity Object, students must provide responses with regard to using the appropriate equipment for their solar car. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
40	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(vi) use appropriate technology	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Lab Sheet involves an investigation in which students must use appropriate technology.	In the Lab Sheet, students are assessed on their ability to use appropriate technology.
41	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(vi) use appropriate technology	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students use appropriate technology to study hurricane formation.	In the Activity Object, students must provide responses with regard to using appropriate technology for their investigations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
42	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology	(vi) use appropriate technology	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students use appropriate technology.	In the Activity Object, students must provide responses with regard to using the appropriate technology for their investigations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
43	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(C) collect information by detailed observations and accurate measuring	(i) collect information by detailed observations	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students collect information by making detailed observations.	In the Activity Object, students must provide responses with regard to observing and collecting rock samples during their investigations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
44	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(C) collect information by detailed observations and accurate measuring	(i) collect information by detailed observations	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students collect information about rocks by making detailed observations	In the Investigation Sheet, students are assessed on their observations and data that they collected with regard to rock samples.
45	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(C) collect information by detailed observations and accurate measuring	(ii) collect information by accurate measuring	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students collect information by making accurate measurements.	In the Activity Object, students must provide responses with regard to collecting information through measurements. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
46	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(C) collect information by detailed observations and accurate measuring	(ii) collect information by accurate measuring	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students collect information about crystal size in rocks by making accurate measurements.	The Investigation Sheet assesses the ability of students to make accurate measurements and collect information about the crystal size in rocks.
47	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(C) collect information by detailed observations and accurate measuring	(ii) collect information by accurate measuring	TX2_USSSM080103	Newton's Third Law of Motion (TX2_USSSM080103)	In the Activity Object, students collect information by making accurate measurements.	In the Activity Object, students must provide responses with regard to collecting information through measurements. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
48	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(i) analyze information to construct reasonable explanations from direct (observable) evidence	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students analyze information to construct reasonable explanations from direct observable evidence.	In the Activity Object, students provide responses with regard to analyzing information to construct reasonable explanations from direct observable evidence. Responses are assessed by the Activity Object software, which provides appropriate feedback.
49	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(i) analyze information to construct reasonable explanations from direct (observable) evidence	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students analyze information to construct reasonable explanations from direct observable evidence	The Investigation Sheet assesses the students' ability to analyze information to construct reasonable explanations from direct observable evidence.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
50	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(i) analyze information to construct reasonable explanations from direct (observable) evidence	TX2_USSSM020101	Properties of Solids, Liquids, and Gases (TX2_USSSM020101)	In the Activity Object, students analyze information to construct reasonable explanations from direct observable evidence.	In the Activity Object, students provide responses with regard to analyzing information to construct reasonable explanations from direct observable evidence. Responses are assessed by the Activity Object software, which provides appropriate feedback.
51	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(ii) analyze information to construct reasonable explanations from indirect (inferred) evidence	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students analyze information to construct reasonable explanations from indirect (inferred) evidence.	In the Activity Object, students provide responses with regard to analyzing information to construct reasonable explanations from indirect (inferred) evidence. Responses are assessed by the Activity Object software, which provides appropriate feedback.
52	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(ii) analyze information to construct reasonable explanations from indirect (inferred) evidence	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students learn more about analyzing information to construct reasonable explanations from indirect (inferred) evidence	The Investigation Sheet assesses the students' ability to analyze information to construct reasonable explanations from indirect (inferred) evidence.
53	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(iii) interpret information to construct reasonable explanations from direct (observable) evidence	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students interpret information to construct reasonable explanations from direct (observable) evidence.	In the Activity Object, students provide responses with regard to interpreting information to construct reasonable explanations from direct (observable) evidence. Responses are assessed by the Activity Object software, which provides appropriate feedback.
54	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(iii) interpret information to construct reasonable explanations from direct (observable) evidence	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students interpret information to construct reasonable explanations from direct (observable) evidence	In the Investigation Sheet assesses the interpretation of information to construct reasonable explanations from direct (observable) evidence
55	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(iii) interpret information to construct reasonable explanations from direct (observable) evidence	TX2_USSSM020101	Properties of Solids, Liquids, and Gases (TX2_USSSM020101)	In the Activity Object, students interpret information to construct reasonable explanations from direct (observable) evidence.	In the Activity Object, students provide responses with regard to interpreting information to construct reasonable explanations from direct (observable) evidence. Responses are assessed by the Activity Object software, which provides appropriate feedback.
56	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(iv) interpret information to construct reasonable explanations from indirect (inferred) evidence	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students interpret information to construct reasonable explanations from indirect (inferred) evidence.	In the Activity Object, students provide responses with regard to interpreting information to construct reasonable explanations from indirect (inferred) evidence. Responses are assessed by the Activity Object software, which provides appropriate feedback.
57	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence	(iv) interpret information to construct reasonable explanations from indirect (inferred) evidence	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students interpret information about fossils to construct reasonable explanations from indirect (inferred) evidence	The Investigation Sheet assesses the interpretation of information about fossils to construct reasonable explanations from indirect (inferred) evidence.
58	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(E) demonstrate that repeated investigations may increase the reliability of results		TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students perform an investigation of crystal size in rocks. The investigation can demonstrate that repeated investigations may increase the reliability of results.	The Investigation Sheet assesses students' ability to demonstrate that repeated investigations may increase the reliability of results.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
59	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(E) demonstrate that repeated investigations may increase the reliability of results		TX2_USSSM070203	Building Circuits (TX2_USSSM070203)	The Activity Object demonstrates that repeated investigations may increase the reliability of results.	
60	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(E) demonstrate that repeated investigations may increase the reliability of results		TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	The Activity Object demonstrates that repeated investigations may increase the reliability of results.	
61	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(F) communicate valid conclusions in both written and verbal forms	(i) communicate valid conclusions in written form	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students are taught to communicate the conclusions of their investigations in written form.	In the Investigation Sheet, students are asked to write a paragraph on their conclusions for the investigations.
62	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(F) communicate valid conclusions in both written and verbal forms	(i) communicate valid conclusions in written form	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	After completing the Activity Object, students are expected to communicate valid conclusions in written form.	In the Activity Sheet, students are asked to communicate valid conclusions in written form.
63	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(F) communicate valid conclusions in both written and verbal forms	(ii) communicate valid conclusions in verbal form	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	After completing the Activity Object, students are expected to communicate valid conclusions in verbal form.	
64	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(F) communicate valid conclusions in both written and verbal forms	(ii) communicate valid conclusions in verbal form	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students are taught to verbally communicate the conclusions of their investigations.	The Investigation Sheet asks students to communicate valid conclusions in verbal form. The sheet also provides space for teachers' feedback on the students' verbal presentations.
65	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(i) construct appropriate simple graphs, using technology including computers, to organize information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct simple graphs using computers to organize information.	In the Enrichment Sheet, students are assessed on their construction of simple graphs using computers to organize information.
66	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(i) construct appropriate simple graphs, using technology including computers, to organize information	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	The Animation constructs appropriate simple graphs, using technology including computers to organize information.	In the Question-Answer Sheet, students are assessed on their construction of simple graphs using computers to organize information.
67	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(i) construct appropriate simple graphs, using technology including computers, to organize information	TX2_USSSM080202	Truck On: Position - Time and Velocity - Time Graphs (TX2_USSSM080202)	In the Activity Object, students construct appropriate simple graphs to organize information.	In the Activity Object, students must provide responses with regard to the data submitted to construct simple graphs using computers. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
68	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(ii) construct appropriate simple graphs, using technology including computers, to examine information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct simple graphs using computers to examine information.	In the Enrichment Sheet, students first construct simple graphs using computers. Then the students examine the graphs/information to answer questions.
69	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(ii) construct appropriate simple graphs, using technology including computers, to examine information	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	The Animation shows students how to construct appropriate simple graphs, using technology including computers, to examine information.	In the Question-Answer Sheet, students are assessed on their construction of simple graphs using computers to examine information.
70	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(ii) construct appropriate simple graphs, using technology including computers, to examine information	TX2_USSSM080202	Truck On: Position - Time and Velocity - Time Graphs (TX2_USSSM080202)	The Activity Object shows students how to construct appropriate simple graphs, using technology including computers, to examine information.	In the Activity Object, students provide responses to submit data to construct simple graphs, and to examine them, using computers. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
71	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(iii) construct appropriate simple graphs, using technology including computers, to evaluate information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct simple graphs using computers to evaluate information.	In the Enrichment Sheet, students first construct simple graphs using computers. Then the students examine and evaluate the graphs/information to answer questions.
72	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(iii) construct appropriate simple graphs, using technology including computers, to evaluate information	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	The Animation shows students how to construct appropriate simple graphs, using technology including computers, to evaluate information.	In the Question-Answer Sheet, students are assessed on their construction of simple graphs using computers to evaluate information.
73	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(iii) construct appropriate simple graphs, using technology including computers, to evaluate information	TX2_USSSM080202	Truck On: Position - Time and Velocity - Time Graphs (TX2_USSSM080202)	The Activity Object shows students how to construct appropriate simple graphs, using technology including computers, to evaluate information.	In the Activity Object, students provide responses to submit data to construct simple graphs, and to evaluate them, using computers. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
74	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(iv) construct appropriate tables, using technology including computers, to organize information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct appropriate tables, using computers to organize information.	In the Enrichment Sheet, students are assessed on their construction of tables using computers to organize information.
75	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(iv) construct appropriate tables, using technology including computers, to organize information	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	The Animation constructs appropriate tables, using technology including computers to organize information.	In the Question-Answer Sheet, students are assessed on their construction of tables using computers to organize information.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
76	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(iv) construct appropriate tables, using technology including computers, to organize information	TX2_USSSM080202	Truck On: Position - Time and Velocity - Time Graphs (TX2_USSSM080202)	In the Activity Object, students construct appropriate tables to organize information.	In the Activity Object, students must provide responses with regard to the data submitted to construct tables using computers. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
77	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(v) construct appropriate tables, using technology including computers, to examine information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct appropriate tables using computers to examine information.	In the Enrichment Sheet, students first construct appropriate tables using computers. Then the students examine the tables/information to answer questions.
78	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(v) construct appropriate tables, using technology including computers, to examine information	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	The Animation shows students how to construct appropriate tables, using technology including computers, to examine information.	In the Question-Answer Sheet, students are assessed on their construction of appropriate tables using computers to examine information.
79	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(v) construct appropriate tables, using technology including computers, to examine information	TX2_USSSM080202	Truck On: Position - Time and Velocity - Time Graphs (TX2_USSSM080202)	The Activity Object shows students how to construct appropriate tables, using technology including computers, to examine information.	In the Activity Object, students provide responses to submit data to construct appropriate tables, and to examine them, using computers. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
80	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(vi) construct appropriate tables, using technology including computers, to evaluate information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct appropriate tables using computers to evaluate information.	In the Enrichment Sheet, students first construct appropriate tables using computers. Then the students examine and evaluate the graphs/information to answer questions.
81	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(vi) construct appropriate tables, using technology including computers, to evaluate information	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	The Animation shows students how to construct appropriate tables, using technology including computers, to evaluate information.	In the Question-Answer Sheet, students are assessed on their construction of appropriate tables using computers to evaluate information.
82	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(vi) construct appropriate tables, using technology including computers, to evaluate information	TX2_USSSM080202	Truck On: Position - Time and Velocity - Time Graphs (TX2_USSSM080202)	The Activity Object shows students how to construct appropriate tables, using technology including computers, to evaluate information.	In the Activity Object, students provide responses to submit data to construct appropriate tables, and to evaluate them, using computers. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
83	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(vii) construct appropriate maps, using technology including computers, to organize information	TX2_USSSM130204	Plotting Landforms on Topographic Maps (TX2_USSSM130204)	The Activity Object teaches students how to construct appropriate topographic maps, using computers to organize information.	The Activity Sheet assesses students' ability to construct appropriate maps, using computers to organize information.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
84	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(vii) construct appropriate maps, using technology including computers, to organize information	TX2_USSAN130203	Using Topographic Maps (TX2_USSAN130203)	The Animation teaches students how to construct appropriate topographic maps, using computers to organize information.	The Question-Answer Sheet assesses students' ability to construct appropriate maps, using computers to organize information.
85	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(viii) construct appropriate maps, using technology, including computers, to examine information	TX2_USSSM130204	Plotting Landforms on Topographic Maps (TX2_USSSM130204)	The Activity Object constructs appropriate maps, using computers to examine information.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object assess students' ability to construct appropriate maps, using computers to examine information.
86	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(viii) construct appropriate maps, using technology, including computers, to examine information	TX2_USSSM130204	Plotting Landforms on Topographic Maps (TX2_USSSM130204)		Q1-Q2-Q3-Q4 of the "Learner Journal" section of the Activity Sheet ask students questions about constructing appropriate maps, using technology including computers, to examine and evaluate information.
87	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(viii) construct appropriate maps, using technology, including computers, to examine information	TX2_USSAN130203	Using Topographic Maps (TX2_USSAN130203)	The Animation teaches students how to construct appropriate topographic maps, using computers to examine information.	The Question-Answer Sheet assesses students' ability to construct appropriate maps, using computers to examine information.
88	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(ix) construct appropriate maps, using technology including computers, to evaluate information	TX2_USSSM130204	Plotting Landforms on Topographic Maps (TX2_USSSM130204)	The Activity Object constructs appropriate maps, using computers to evaluate information.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object assess students' ability to construct appropriate maps, using computers to evaluate information.
89	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(ix) construct appropriate maps, using technology including computers, to evaluate information	TX2_USSSM130204	Plotting Landforms on Topographic Maps (TX2_USSSM130204)		Q1-Q2-Q3-Q4 of the "Learner Journal" section of the Activity Sheet ask students questions about constructing appropriate maps, using technology including computers, to examine and evaluate information.
90	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(ix) construct appropriate maps, using technology including computers, to evaluate information	TX2_USSAN130203	Using Topographic Maps (TX2_USSAN130203)	The Animation teaches students how to construct appropriate topographic maps, using computers to evaluate information.	The Question-Answer Sheet assesses students' ability to construct appropriate maps, using computers to evaluate information.
91	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(x) construct appropriate charts, using technology including computers, to organize information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct charts using computers to organize information.	In the Enrichment Sheet, students construct charts and use them to organize information, by using computers.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
92	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(x) construct appropriate charts, using technology including computers, to organize information	TX2_USSSM040302	Conservation of Mechanical Energy (TX2_USSSM040302)	The Activity Object shows students how to construct appropriate charts, for the energy transformation within a system, using computers to organize information.	In the Activity Object, students must provide responses with regard to providing data that is used to construct appropriate charts to organize data, using a computer. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
93	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(xi) construct appropriate charts, using technology including computers, to examine information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct charts using computers to examine information.	In the Enrichment Sheet, students construct charts and use them to examine and evaluate information, by using computers.
94	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(xi) construct appropriate charts, using technology including computers, to examine information	TX2_USSSM040302	Conservation of Mechanical Energy (TX2_USSSM040302)	The Activity Object shows students how to construct appropriate charts, for the energy transformation within a system, using computers to examine and evaluate information.	In the Activity Object, students provide responses in order to supply data that is used to construct, examine, and evaluate appropriate charts, using a computer. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
95	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(xii) construct appropriate charts, using technology including computers, to evaluate information	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Enrichment Sheet, students construct charts using computers to evaluate information.	In the Enrichment Sheet, students construct charts and use them to examine and evaluate information, by using computers.
96	(2) Scientific investigation and reasoning. The student uses scientific methods during laboratory and outdoor investigations. The student is expected to:	(G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(xii) construct appropriate charts, using technology including computers, to evaluate information	TX2_USSSM040302	Conservation of Mechanical Energy (TX2_USSSM040302)	The Activity Object shows students how to construct appropriate charts, for the energy transformation within a system, using computers to examine and evaluate information.	In the Activity Object, students provide responses in order to supply data that is used to construct, examine, and evaluate appropriate charts, using a computer. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
97	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(i) in all fields of science, analyze scientific explanations by using empirical evidence	TX2_USSXP160101	Plants' Needs for Photosynthesis (TX2_USSXP160101)	In Part 2 of the Activity Object, students analyze scientific explanations by using empirical evidence.	In the Investigation Sheet, students are asked questions for which they must analyze scientific explanations by using empirical evidence.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
98	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(i) in all fields of science, analyze scientific explanations by using empirical evidence	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Investigation Sheet, students learn more about using empirical evidence to analyze scientific explanations.	Q1 and other questions in the Investigation Sheet require students to use empirical evidence to analyze scientific explanations.
99	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(i) in all fields of science, analyze scientific explanations by using empirical evidence	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)		In the Activity Object, students must provide responses with regard to using empirical evidence to analyze scientific explanations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
100	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ii) in all fields of science, analyze scientific explanations by using logical reasoning	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Activity Object, students analyze scientific explanations by using logical reasoning.	Q2 and other questions in the Investigation Sheet ask students to analyze scientific explanations by using logical reasoning.
101	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ii) in all fields of science, analyze scientific explanations by using logical reasoning	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)		In the Activity Object, students must provide responses with regard to using logical reasoning to analyze scientific explanations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
102	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(iii) in all fields of science, analyze scientific explanations by using experimental testing	TX2_USSXP180101	Life From Nonliving Things? Redi's Experiment (TX2_USSXP180101)	In the Activity Object, students analyze scientific explanations by using experimental testing.	In the Investigation Sheet, students are asked questions for which they must understand how to analyze scientific explanations by using experimental testing.
103	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(iii) in all fields of science, analyze scientific explanations by using experimental testing	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students analyze scientific explanations by using experimental testing.	Q1-Q2-Q3-Q4 of the "Learner Journal" section of the Activity Sheet require the student to understand how to analyze scientific explanations by using experimental testing.
104	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(iv) in all fields of science, analyze scientific explanations by using observational testing	TX2_USSSM150207	Star Types: In Search of Habitability (TX2_USSSM150207)	In the Activity Object, students analyze scientific explanations by using observational testing.	In the Investigation Sheet, students are asked questions for which they must understand how to analyze scientific explanations by using observational testing.
105	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(iv) in all fields of science, analyze scientific explanations by using observational testing	TX2_USSSM160210	Life Cycle of Animals (TX2_USSSM160210)	In the Activity Object, students analyze scientific explanations by using observational testing.	Q1-Q2-Q3-Q4-Q5-Q6 of the "Learner Journal" section of the Activity Sheet require the student to understand how to analyze scientific explanations by using observational testing.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
106	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(v) in all fields of science, analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM010502	Atomic Model History: From Rutherford to Bohr (TX2_USSSM010502)	The Activity Object explains the historical development of atomic models from Rutherford to Bohr, and students analyze the various scientific explanations for the models, examining all sides of evidence for those explanations.	In the Investigation Sheet, students are asked questions for which they must analyze scientific explanations by examining all sides of evidence for those scientific explanations.
107	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(v) in all fields of science, analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM180103	Analysis of Fossil Evidence (TX2_USSSM180103)	The Activity Object presents data about fossils found in a certain area, and analyzes various scientific explanations to determine which animals lived in the area, looking at all sides of scientific evidence for those explanations..	Q2 and Q3 of the "Doing About the Activity Object" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity Object" section of the Activity Sheet, involve answers that require students to analyze and evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
108	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(v) in all fields of science, analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSAN200113	Applying and Communicating Scientific Information (TX2_USSAN200113)	The Animation teaches students to analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations.	The Question-Answer Sheet assesses students' ability to analyze and evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
109	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vi) in all fields of science, evaluate scientific explanations by using empirical evidence	TX2_USSXP160101	Plants' Needs for Photosynthesis (TX2_USSXP160101)	In Part 2 of the Activity Object, students evaluate scientific explanations by using empirical evidence.	In the Investigation Sheet, students are asked questions in which they need to evaluate scientific explanations by using empirical evidence.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
110	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vi) in all fields of science, evaluate scientific explanations by using empirical evidence	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	The Investigation Sheet teaches students about using empirical evidence to evaluate scientific explanations.	Q2 and other questions in the Investigation Sheet ask students to evaluate scientific explanations by using empirical evidence.
111	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vi) in all fields of science, evaluate scientific explanations by using empirical evidence	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)		In the Activity Object, students must provide responses with regard to using empirical evidence to evaluate scientific explanations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
112	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vii) in all fields of science, evaluate scientific explanations by using logical reasoning	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Activity Object, students evaluate scientific explanations by using logical reasoning.	In the Activity Object, students must provide responses with regard to using logical reasoning to evaluate scientific explanations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
113	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(vii) in all fields of science, evaluate scientific explanations by using logical reasoning	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)		Q3 in the Investigation Sheet asks students to evaluate scientific explanations by using logical reasoning.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
114	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(viii) in all fields of science, evaluate scientific explanations by using experimental testing	TX2_USSXP180101	Life From Nonliving Things? Redi's Experiment (TX2_USSXP180101)	In the Activity Object, students evaluate scientific explanations by using experimental testing.	In the Investigation Sheet, students are asked questions for which they evaluate scientific explanations by using experimental testing.
115	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(viii) in all fields of science, evaluate scientific explanations by using experimental testing	TX2_USSXP180101	Life From Nonliving Things? Redi's Experiment (TX2_USSXP180101)		In the Activity Object, students must provide responses with regard to using experimental testing to evaluate scientific explanations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
116	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(viii) in all fields of science, evaluate scientific explanations by using experimental testing	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students evaluate scientific explanations by using experimental testing.	Q1-Q2-Q3-Q4 of the "Learner Journal" section of the Activity Sheet ask students to analyze and evaluate scientific explanations by using experimental testing.
117	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ix) in all fields of science, evaluate scientific explanations by using observational testing	TX2_USSSM150207	Star Types: In Search of Habitability (TX2_USSSM150207)	In the Activity Object, students evaluate scientific explanations by using observational testing.	In the Investigation Sheet, students are asked questions for which they evaluate scientific explanations by using observational testing.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
118	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ix) in all fields of science, evaluate scientific explanations by using observational testing	TX2_USSSM160210	Life Cycle of Animals (TX2_USSSM160210)	In the Activity Object, students evaluate scientific explanations by using observational testing.	Q1-Q2-Q3-Q4-Q5-Q6 of the "Learner Journal" section of the Activity Sheet involve answers in which students need to evaluate scientific explanations by using observational testing.
119	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ix) in all fields of science, evaluate scientific explanations by using observational testing	TX2_USSSM160210	Life Cycle of Animals (TX2_USSSM160210)		In the Activity Object, students must provide responses with regard to using observational testing to evaluate scientific explanations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
120	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(x) in all fields of science, evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM010502	Atomic Model History: From Rutherford to Bohr (TX2_USSSM010502)	The Activity Object explains the historical development of atomic models from Rutherford to Bohr, and students evaluate the various scientific explanations for the models, examining all sides of evidence for those explanations.	In the Investigation Sheet, students are asked questions for which they must evaluate scientific explanations by examining all sides of evidence for those scientific explanations.
121	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(x) in all fields of science, evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM180103	Analysis of Fossil Evidence (TX2_USSSM180103)	The Activity Object presents data about fossils found in a certain area, and evaluates various scientific explanations to determine which animals lived in the area, looking at all sides of scientific evidence for those explanations..	Q2 and Q3 of the "Doing About the Activity Object" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity Object" section of the Activity Sheet, involve answers that require students to analyze and evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
122	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(x) in all fields of science, evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSAN200113	Applying and Communicating Scientific Information (TX2_USSAN200113)	The Animation teaches students to evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations.	The Question-Answer Sheet assesses students' ability to analyze and evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
123	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	TX2_USSXP160101	Plants' Needs for Photosynthesis (TX2_USSXP160101)	In Part 2 of the Activity Object, students critique scientific explanations by using empirical evidence.	In the Investigation Sheet, students are asked questions for which they need to critique scientific explanations by using empirical evidence.
124	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Investigation Sheet, students learn about using empirical evidence to critique scientific explanations.	In the Activity Object, students must provide responses with regard to using empirical evidence to critique scientific explanations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
125	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)		Q3 in the Investigation Sheet asks students to critique scientific explanations by using empirical evidence.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
126	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xii) in all fields of science, critique scientific explanations by using logical reasoning	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Activity Object, students critique scientific explanations by using logical reasoning.	In the Activity Object, students must provide responses with regard to using logical reasoning to critique scientific explanations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
127	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xii) in all fields of science, critique scientific explanations by using logical reasoning	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)		Q3 and other questions in the Investigation Sheet ask students to critique scientific explanations by using logical reasoning.
128	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xiii) in all fields of science, critique scientific explanations by using experimental testing	TX2_USSXP180101	Life From Nonliving Things? Redi's Experiment (TX2_USSXP180101)	In the Activity Object, students critique scientific explanations by using experimental testing.	In the Investigation Sheet, students are asked questions for which they need to critique scientific explanations by using experimental testing.
129	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xiii) in all fields of science, critique scientific explanations by using experimental testing	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students critique scientific explanations by using experimental testing.	A question in the "Reflections" section of the Activity Sheet asks students to critique scientific explanations by using experimental testing.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
130	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xiv) in all fields of science, critique scientific explanations by using observational testing	TX2_USSSM150207	Star Types: In Search of Habitability (TX2_USSSM150207)	In the Activity Object, students critique scientific explanations by using observational testing.	In the Investigation Sheet, students are asked questions for which they need to critique scientific explanations by using observational testing.
131	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xiv) in all fields of science, critique scientific explanations by using observational testing	TX2_USSSM160210	Life Cycle of Animals (TX2_USSSM160210)	In the Activity Object, students critique scientific explanations by using observational testing.	A question in the "Reflections" section of the Activity Sheet asks students to critique scientific explanations by using observational testing.
132	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xv) in all fields of science, critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM010502	Atomic Model History: From Rutherford to Bohr (TX2_USSSM010502)	The Activity Object explains the historical development of atomic models from Rutherford to Bohr, and students critique the various scientific explanations for the models, examining all sides of evidence for those explanations.	In the Investigation Sheet, students are asked questions for which they must critique scientific explanations by examining all sides of evidence for those scientific explanations.
133	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xv) in all fields of science, critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM180103	Analysis of Fossil Evidence (TX2_USSSM180103)	The Activity Object presents data about fossils found in a certain area, and critiques various scientific explanations to determine which animals lived in the area, looking at all sides of scientific evidence for those explanations..	A question in the Activity Sheet asks students to critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
134	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xv) in all fields of science, critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSAN200113	Applying and Communicating Scientific Information (TX2_USSAN200113)	The Animation teaches students to critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations.	The Question-Answer Sheet assesses students' ability to critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
135	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(B) evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels	(i) evaluate the accuracy of the information related to promotional materials for products	TX2_USSAN200114	Evaluating Products and Services (TX2_USSAN200114)	The Animation evaluates the accuracy of the information related to promotional materials for products.	Q1-Q2-Q3 of the "After the Animation" section of the Question-Answer Sheet require students to know how to evaluate the accuracy of the information related to promotional materials for products.
136	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(B) evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels	(ii) evaluate the accuracy of the information related to promotional materials for services	TX2_USSAN200114	Evaluating Products and Services (TX2_USSAN200114)	The Animation evaluates the accuracy of the information related to promotional materials for services.	The Question-Answer Sheet asks students questions for which they must know how to evaluate the accuracy of the information related to promotional materials for services.
137	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(B) evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels	(ii) evaluate the accuracy of the information related to promotional materials for services	TX2_USSAN200114	Evaluating Products and Services (TX2_USSAN200114)	The Enrichment Sheet teaches students to evaluate promotional materials for services.	The Enrichment Sheet asks students to evaluate the accuracy of information related to promotional materials for services.
138	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(C) draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works	(i) draw or develop a model that represents how something works or looks that cannot be seen	TX2_USSAN200118	Modeling and Mathematics in Physics (TX2_USSAN200118)	The Animation teaches students how important a model is for representing how something works or looks when it cannot be seen.	Q1-Q2-Q3-Q4-Q5 of the Enrichment Sheet ask students questions about drawing or developing a model that represents how something works or looks that cannot be seen.
139	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(i) connect grade-level appropriate science concepts with the history of science	TX2_USSAN200116	The History of Biology (TX2_USSAN200116)	The Animation connects grade-level appropriate science concepts with the history of science, specifically biology.	Q1 and Q2 of the "After the Animation" Section of the Question-Answer Sheet ask students questions that involve connecting science concepts with the history of science, specifically biology.
140	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(i) connect grade-level appropriate science concepts with the history of science	TX2_USSAN200121	History of Chemistry (TX2_USSAN200121)	The Animation connects grade-level appropriate science concepts with the history of science, specifically chemistry.	The Question-Answer Sheet asks students questions that involve connecting science concepts with the history of science, specifically chemistry.
141	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(i) connect grade-level appropriate science concepts with the history of science	TX2_USSAN200122	History of Physics (TX2_USSAN200122)	The Animation connects grade-level appropriate science concepts with the history of science, specifically physics.	The Question-Answer Sheet asks students questions that involve connecting science concepts with the history of science, specifically physics.
142	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(ii) connect grade-level appropriate science concepts with science careers	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students take on the role of a geologist as they try to determine what an area looked like one billion years ago.	A question in the Activity Sheet asks students a question about geologists, thereby connecting grade-level appropriate science concepts with science careers.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
143	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(ii) connect grade-level appropriate science concepts with science careers	TX2_USSAN200123	Physics and Future Careers (TX2_USSAN200123)	The Animation talks about concepts of Physics, and current and future careers in the field of Physics, thereby connecting grade-level appropriate science concepts with science careers.	The Question-Answer Sheet asks students about current and future careers in the field of Physics, thereby connecting grade-level appropriate science concepts with science careers.
144	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(ii) connect grade-level appropriate science concepts with science careers	TX2_USSAN200124	Chemistry and Future Careers (TX2_USSAN200124)	The Animation talks about concepts of Chemistry, and current and future careers in the field of Chemistry, thereby connecting grade-level appropriate science concepts with science careers.	The Question-Answer Sheet asks students about current and future careers in the field of Chemistry, thereby connecting grade-level appropriate science concepts with science careers.
145	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(iii) connect grade-level appropriate science concepts with the contributions of scientists	TX2_USSAN200116	The History of Biology (TX2_USSAN200116)	The Animation connects grade-level appropriate science concepts with the contributions of scientists.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet ask students to provide answers that connect grade-level appropriate science concepts with the contributions of scientists.
146	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(iii) connect grade-level appropriate science concepts with the contributions of scientists	TX2_USSAN200112	The Impact of Scientific Advances on Science and Society (TX2_USSAN200112)	The Animation connects the contributions of scientists with grade-level appropriate science concepts.	The Question-Answer Sheet asks students questions for which their responses connect grade-level appropriate science concepts with the contributions of scientists.
147	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(iii) connect grade-level appropriate science concepts with the contributions of scientists	TX2_USSAN200121	History of Chemistry (TX2_USSAN200121)	The Animation connects grade-level appropriate science concepts with the contributions of scientists.	The Question-Answer Sheet asks students questions that involve connecting science concepts with the contributions of scientists.
148	(3) Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to:	(D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	(iii) connect grade-level appropriate science concepts with the contributions of scientists	TX2_USSAN200122	History of Physics (TX2_USSAN200122)	The Animation connects grade-level appropriate science concepts with the contributions of scientists.	The Question-Answer Sheet asks students questions that involve connecting science concepts with the contributions of scientists.
149	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(i) collect information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to collect information with calculators.	The Question-Answer Sheet asks a question about the function of calculators.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
150	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(i) collect information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students about collecting information with a calculator.	Investigation Sheet 1 assesses students' ability to collect information with a calculator.
151	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(i) collect information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 teaches students about collecting information with a calculator.	Investigation Sheet 2 assesses students' ability to collect information with a calculator.
152	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(ii) collect information using tools, including microscopes	TX2_USSSM160101	Exploring Cells with a Microscope (TX2_USSSM160101)	In the Activity Object, students collect information using tools, including microscopes.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object ask students about collecting information with microscopes.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
153	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(ii) collect information using tools, including microscopes	TX2_USSSM160101	Exploring Cells with a Microscope (TX2_USSSM160101)		The Activity Sheet asks students questions about collecting information with microscopes.
154	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(iii) collect information using tools, including cameras	TX2_USSAN200117	Digital Cameras (TX2_USSAN200117)	The Animation demonstrates how to collect information using tools, including cameras.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students about collecting information using tools, including cameras.
155	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(iii) collect information using tools, including cameras	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	The Lab Sheet teaches students about collecting images of insects using a digital camera.	The Lab Sheet assesses students' ability to collect images of insects using a digital camera.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
156	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(iv) collect information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to collect information with computers.	The Question-Answer Sheet asks a question about the function of computers in scientific investigations.
157	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(iv) collect information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students how to collect information with a computer.	Investigation Sheet 1 assesses students' ability to collect information with a computer.
158	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(iv) collect information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 teaches students how to collect information with a computer.	Investigation Sheet 2 assesses students' ability to collect information with a computer.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
159	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(iv) collect information using tools, including computers	TX2_USSSM010202	Calculating Atomic Mass (TX2_USSSM010202)	In the Activity Object, students collect information using tools, including computers.	The Activity Sheet assesses students' ability to collect information with a computer.
160	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(v) collect information using tools, including hand lenses	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	The Animation teaches students how to collect information using tools, including hand lenses.	The Question-Answer Sheet assesses students' ability to collect information with tools, including hand lenses.
161	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(v) collect information using tools, including hand lenses	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students collect information using tools, including hand lenses.	

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
162	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(v) collect information using tools, including hand lenses	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students investigate insects with a hand lens.	In the Lab Sheet, students investigate insects with a hand lens and then record the information they collect in a table.
163	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(vi) collect information using tools, including metric rulers	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation explains how to collect information using tools, including metric rulers.	Q5-Q6-Q7-Q8 of the Enrichment Sheet assess students' ability to collect information using metric rulers.
164	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(vi) collect information using tools, including metric rulers	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows how to collect information using tools, including meter sticks.	Q5-Q6-Q7-Q8 in the Enrichment Sheet assess students on their ability to collect information using meter sticks.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
165	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(vi) collect information using tools, including metric rulers	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, there is an investigation in which students use a metric ruler to collect information.	Q1 of the Lab Sheet asks students to record their observations of the size of insects, which are taken with a metric ruler (in mm).
166	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(vi) collect information using tools, including metric rulers	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, there is an investigation in which students use a metric tape measure to collect information.	The Lab Sheet contains a question that assess the students' use of the metric tape measure to collect information.
167	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(vii) collect information using tools, including Celsius thermometers	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	The Animation shows students how to collect information using tools, including Celsius thermometers.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet assess students' ability to collect data using Celsius thermometers.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
168	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(vii) collect information using tools, including Celsius thermometers	TX2_USSXP040201	Heat Conduction (TX2_USSXP040201)	In the Activity Object, students collect information using tools, including Celsius thermometers.	In the Activity Object, students must provide responses with regard to the correct use of the thermometer. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
169	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(vii) collect information using tools, including Celsius thermometers	TX2_USSXP020202	Melting and Boiling Points: Heating Curves (TX2_USSXP020202)	In the Activity Object, students collect information using tools, including Celsius thermometers.	In the Activity Object, students must provide responses with regard to the correct use of the thermometer. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
170	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(vii) collect information using tools, including Celsius thermometers	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	In the Lab Sheet, students carry out an investigation in which data is collected with the aid of a thermometer.	In the Lab Sheet, students are assessed on their ability to make measurements with the thermometer.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
171	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(viii) collect information using tools, including prisms	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	The Animation shows students how to collect information using tools, including prisms.	The Question-Answer Sheet assesses students' ability to collect information with tools, including prisms.
172	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(viii) collect information using tools, including prisms	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	The Enrichment Sheet involves an activity in which a prism is used to collect information.	The Enrichment Sheet asks students questions about how to collect information using tools, including prisms.
173	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(ix) collect information using tools, including mirrors	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	The Animation shows students how to collect information using tools, including mirrors.	Q5 and Q6 in the "After the Animation" section of the Question-Answer Sheet assess student understanding of how to collect information with the use of mirrors.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
174	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(ix) collect information using tools, including mirrors	TX2_USSSM110304	Light Reflection: Solving Puzzles (TX2_USSSM110304)	In the Activity Object, students use mirrors to reflect light and solve puzzles.	Q1 and Q2 of the "Doing the Activity Object" section of the Activity Sheet ask students about collecting information using mirrors.
175	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(x) collect information using tools, including pan balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)	In the Activity Object, students collect information using tools, including pan balances.	Q3 of the Assessment in the Activity Object asks students about how to collect information using pan balances.
176	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(x) collect information using tools, including pan balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)		Q1 of the "Learner Journal" section of the Activity Sheet asks students about how to collect information using pan balances.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
177	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(x) collect information using tools, including pan balances	TX2_USSAN080103	The Differences between Mass and Weight (TX2_USSAN080103)	The Animation shows students how to collect information using tools, including pan balances.	In the Question-Answer Sheet, students are asked to place two different wooden blocks on a pan balance and record the results.
178	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xi) collect information using tools, including triple beam balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)	In the Activity Object, students collect information using tools, including triple beam balances.	Q2 of the Assessment in the Activity Object asks students about how to collect information using triple beam balances.
179	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xi) collect information using tools, including triple beam balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)		Q1 of the "Learner Journal" section of the Activity Sheet asks students about how to collect information using triple beam balances.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
180	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xi) collect information using tools, including triple beam balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)		In Part 2 of the Activity Object, students use a triple beam balance to measure the weight of fruit. Values are entered into a chart through student responses. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
181	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xi) collect information using tools, including triple beam balances	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows students how to collect information using tools, including triple beam balances.	Q3 and Q4 of the Enrichment Sheet ask students about how to collect information using triple beam balances.
182	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xii) collect information using tools, including spring scales	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)	In the Activity Object, students collect information using tools, including spring scales.	Q1 of the Assessment in the Activity Objects asks students about how to collect information using spring scales.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
183	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xii) collect information using tools, including spring scales	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)		Q1 and Q2 of the "Reflections" section in the Activity Sheet ask students about how to collect information using spring scales.
184	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xii) collect information using tools, including spring scales	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)		In Part 2 of the Activity Object, students use a spring scale to measure the weight of fruit. Values are entered into a chart through student responses. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
185	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xii) collect information using tools, including spring scales	TX2_USSAN080103	The Differences between Mass and Weight (TX2_USSAN080103)	The Animation shows collecting information using tools, including spring scales.	Q5 in the "After the Animation" section of the Question-Answer Sheet asks students about how to collect information using spring scales.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
186	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xiii) collect information using tools, including graduated cylinders	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students collect information using tools, including graduated cylinders.	Q1 in the "Doing the Activity Object" section of the Activity Sheet asks students about how to collect information using graduated cylinders.
187	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xiii) collect information using tools, including graduated cylinders	TX2_USSAN190103	Competition in Ecosystems (TX2_USSAN190103)	In the Lab Sheet, students use graduated cylinders as part of an investigation to collect information.	Q12 of the Lab Sheet assesses the students' use of a graduated cylinder in the investigation.
188	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xiv) collect information using tools, including beakers	TX2_USSAN190103	Competition in Ecosystems (TX2_USSAN190103)	The Lab Sheet involves an investigation in which information is collected with the use of beakers.	The Lab Sheet assesses the students' use of beakers during the investigation.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
189	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xiv) collect information using tools, including beakers	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students collect information using tools, including beakers.	In the Activity Object, students must provide responses with regard to correct measurements made with the beakers. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
190	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xiv) collect information using tools, including beakers	TX2_USSSM050101	Separation of Mixtures (TX2_USSSM050101)	In the Activity Object, students collect information using tools, including beakers.	In the Activity Object, students must provide responses with regard to correct measurements made with the beakers. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
191	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xiv) collect information using tools, including beakers	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	In the Lab Sheet, students use a beaker during an investigation involving the measurement of the pH of water samples.	Q4 of the Lab Sheet assesses the use of the beaker during an investigation involving the measurement of the pH of water samples.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
192	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xiv) collect information using tools, including beakers	TX2_USSAN200108	Tools For Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students use beakers to collect information during an investigation.	The Lab Sheet assesses the students' use of beakers during the investigation.
193	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xv) collect information using tools, including hot plates	TX2_USSXP020201	Melting and Boiling Points: Different Materials, Different Amounts (TX2_USSXP020201)	In the Activity Object, students use appropriate tools to collect information, including hot plates.	In the Activity Sheet, students record data on melting and boiling points that are collected with the aid of a hotplate during the interaction in the Activity Object.
194	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xv) collect information using tools, including hot plates	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	In the Lab Sheet, students carry out an investigation in which data is gathered with the aid of a hot plate.	In the Lab Sheet, students are assessed on their use of a hot plate, as well as the data collected with the use of a hot plate.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
195	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xvi) collect information using tools, including meter sticks	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows how to collect information using tools, including meter sticks.	Q5-Q6-Q7-Q8 of the Enrichment Sheet ask students about collecting information using meter sticks.
196	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xvi) collect information using tools, including meter sticks	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows how to collect information using tools, including meter sticks.	Q5-Q6-Q7-Q8 in the Enrichment Sheet assess students on their ability to collect information using meter sticks.
197	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xvii) collect information using tools, including magnets	TX2_USSAN070101	Lab Equipment: Electronics (TX2_USSAN070101)	The Animation shows students how to collect information using tools, including magnets.	Q1-Q2-Q9 in the Enrichment Sheet as students about collecting information with magnets.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
198	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xvii) collect information using tools, including magnets	TX2_USSAN070101	Lab Equipment: Electronics (TX2_USSAN070101)		Q5 and Q7 of the "After the Animation" section in the Question-Answer Sheet assess students on their understanding of how to collect information using magnets.
199	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xviii) collect information using tools, including collecting nets	TX2_USSAN200103	Collecting Nets (TX2_USSAN200103)	The Animation shows students how to collect information using tools, including various types of collecting nets.	In the Question-Answer Sheet, students are asked questions that assess their understanding of collecting information with different types of collecting nets.
200	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xviii) collect information using tools, including collecting nets	TX2_USSAN200103	Collecting Nets (TX2_USSAN200103)	The Lab Sheet involves an investigation that utilizes collecting nets.	In the Lab Sheet, students are assessed on their use of different types of collecting nets, as well as the data that they collected while using the nets.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
201	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xix) collect information using tools, including timing devices, including clocks	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	In the Lab Sheet, students carry out an investigation in which data is gathered with the aid of a clock.	In the Lab Sheet, students are assessed on their use of the clock, as well as the data collected with it.
202	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xx) collect information using tools, including timing devices, including stopwatches	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object demonstrates how to collect information by using stopwatches.	In Part 3 of the Activity Object, students record in a table the number of contractions that occur per unit time, with the aid of a stopwatch. Students provide responses to gauge the correct use of the watch to collect data. These student responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
203	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xx) collect information using tools, including timing devices, including stopwatches	TX2_USSAN080202	Calculating Average Speed (TX2_USSAN080202)	The Animation shows how to collect information using tools, including stopwatches.	The Question-Answer Sheet asks students questions about the collection of data with a stopwatch.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
204	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxi) record information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to record information with calculators.	The Question-Answer Sheet asks a question about the function of calculators in scientific investigations.
205	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxi) record information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students about recording information with a calculator.	Investigation Sheet 1 assesses students' ability to record information with a calculator.
206	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxi) record information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 teaches students about recording information with a calculator.	Investigation Sheet 2 assesses students' ability to record information with a calculator.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
207	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxi) record information using tools, including calculators	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students record information by using calculators.	In the Activity Object, students must provide responses with regard to collecting accurate data with a calculator. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
208	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxii) record information using tools, including cameras	TX2_USSAN200117	Digital Cameras (TX2_USSAN200117)	The Animation shows students how to record information using tools, including cameras.	Q2 and Q4 in the "After the Animation" section of the Question-Answer Sheet ask students about recording information using cameras.
209	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxii) record information using tools, including cameras	TX2_USSAN200119	Stereoscopes (TX2_USSAN200119)	The Lab Sheet contains an activity in which students use a digital camera to record information.	The Lab Sheet assesses the students' use of the digital camera to record information.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
210	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxiii) record information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to record information with computers.	The Question-Answer Sheet asks a question about the function of computers in scientific investigations.
211	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxiii) record information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students about recording information with a computer.	Investigation Sheet 1 assesses students' ability to record information with a computer.
212	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxiii) record information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 teaches students about recording information with a computer.	Investigation Sheet 2 assesses students' ability to record information with a computer.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
213	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxiii) record information using tools, including computers	TX2_USSSM010202	Calculating Atomic Mass (TX2_USSSM010202)	The Activity Object shows the student how to record information using tools, including computers.	The Activity Sheet assesses the students' ability to record information through the use of computers.
214	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxiv) record information using tools, including notebooks	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students use appropriate tools to record information, including lab notebooks.	In the Investigation Sheet, students are assessed on the use of a lab notebook to collect accurate information.
215	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxiv) record information using tools, including notebooks	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Lab Sheet, students use a lab notebook to record information during an investigation.	In the Lab Sheet, students are assessed on the use of a lab notebook to collect accurate information.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
216	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxiv) record information using tools, including notebooks	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students record information by using notebooks.	In the Activity Object, students record observations in a virtual notebook. Entries into the notebook are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
217	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxv) record information using tools, including timing devices, including stopwatches	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object shows students how to record information by using stopwatches.	In Part 3 of the Activity Object, students measure time intervals with a stopwatch. Then students provide responses to record the data in a table. The students' responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
218	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxv) record information using tools, including timing devices, including stopwatches	TX2_USSAN080202	Calculating Average Speed (TX2_USSAN080202)	The Animation shows students how to record information using tools, including stopwatches.	The Question-Answer Sheet assesses students on their ability to use a stopwatch to record accurate measurements.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
219	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxvi) analyze information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students to analyze information with calculators.	The Question-Answer Sheet asks a question about the function of calculators to analyze information during scientific investigations.
220	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxvi) analyze information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students about analyzing information with a calculator.	Investigation Sheet 1 assesses students' ability to analyze information with a calculator.
221	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxvi) analyze information using tools, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 teaches students about analyzing information with a calculator.	Investigation Sheet 2 assesses students' ability to analyze information with a calculator.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
222	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxvi) analyze information using tools, including calculators	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students analyze information by using calculators.	The Question-Answer Sheet asks students a question about the use of calculators to analyze information.
223	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxvii) analyze information using tools, including microscopes	TX2_USSSM160101	Exploring Cells with a Microscope (TX2_USSSM160101)	In the Activity Object, students analyze information using tools, including microscopes.	The correct use of the microscope to analyze information is assessed by the system, and appropriate feedbacks are given.
224	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxvii) analyze information using tools, including microscopes	TX2_USSSM160101	Exploring Cells with a Microscope (TX2_USSSM160101)	The Lab Sheet contains investigations that require the analysis of information with a microscope	The Lab Sheet assesses the use of a microscope to analyze information.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
225	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxvii) analyze information using tools, including microscopes	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students observe features of insects with a microscope, and then this information is analyzed to make conclusions.	Q4 and other questions in the Lab Sheet ask students to record and analyze their microscopic observations of insects.
226	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxvii) analyze information using tools, including microscopes	TX2_USSAN160104	Levels of Organization in Plants (TX2_USSAN160104)	In the Lab Sheet, students observe features of onion cells with a microscope, and then this information is analyzed to make conclusions.	In the Lab Sheet, students diagram their microscopic observations in order to analyze the information.
227	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxviii) analyze information using tools, including cameras	TX2_USSAN200117	Digital Cameras (TX2_USSAN200117)	The Animation teaches students about the analysis of information using tools, including cameras.	In the Question-Answer Sheet, students answer questions that require the analysis of information obtained through the use of digital cameras.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
228	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxviii) analyze information using tools, including cameras	TX2_USSAN200119	Stereoscopes (TX2_USSAN200119)	The Lab Sheet contains an activity in which a digital camera is used. Images obtained with the camera are then analyzed.	The Lab Sheet includes questions that require the analysis of information obtained through the use of digital cameras.
229	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxix) analyze information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to analyze information with computers.	The Question-Answer Sheet asks a question for which students must know that computers are used to analyze scientific information.
230	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxix) analyze information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students about analyzing information with a computer.	Investigation Sheet 1 assesses students' ability to analyze information with a computer.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
231	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxix) analyze information using tools, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 teaches students about analyzing information with a computer.	Investigation Sheet 2 assesses students' ability to analyze information with a computer.
232	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxix) analyze information using tools, including computers	TX2_USSSM010202	Calculating Atomic Mass (TX2_USSSM010202)	The Activity Object shows students how to analyze information using tools, including computers.	The Activity Sheet asks a question for which students must demonstrate the ability to analyze information using a computer.
233	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxx) analyze information using tools, including hand lenses	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	The Animation shows students how to collect information using tools, including hand lenses.	The Question-Answer Sheet asks a question that assesses students' ability to analyze information using hand lenses.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
234	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxx) analyze information using tools, including hand lenses	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students collect information using tools, including hand lenses.	In the Activity Object, students analyze rock samples with a hand lens. Students provide responses to enter data from their analyses into a virtual lab notebook. These student responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
235	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxx) analyze information using tools, including hand lenses	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students use a hand lens to analyze insects.	Questions in the Lab Sheet ask students to observe insects with a hand lens and analyze the information to describe the features of insects.
236	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxi) analyze information using tools, including metric rulers	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students use a metric tape measure to measure the distance that food coloring travels up a celery stalk under different conditions. Students then analyze the data to decide if it supports the theory of evapotranspiration.	Q7 in the Lab Sheet requires students to analyze the data collected with the metric tape measure.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
237	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxii) analyze information using tools, including metric rulers	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows students how to analyze information using tools, including metric rulers.	The Question-Answer Sheet asks students to use metric rulers to analyze information.
238	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxii) analyze information using tools, including metric rulers	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	The Lab Sheet includes an investigation in which students use a metric ruler to analyze information.	Q1 of the Lab Sheet asks students to record the size of insects (in mm) with a metric ruler. Students then analyze this data to make conclusions.
239	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxii) analyze information using tools, including Celsius thermometers	TX2_USSXP040201	Heat Conduction (TX2_USSXP040201)	In the Activity Object, students analyze information using tools, including Celsius thermometers.	In the Lab Sheet, students use a Celsius thermometer (temperature probe) in an investigation. Data is recorded in a table and then several questions that involve student analysis of the data are asked.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
240	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxii) analyze information using tools, including Celsius thermometers	TX2_USSXP020202	Melting and Boiling Points: Heating Curves (TX2_USSXP020202)	In the Activity Object, students analyze information using tools, including Celsius thermometers.	In Part 2 of the Activity Object, students use a digital thermometer to measure the melting and boiling points of substances. The data is used to create a graph, which is analyzed in order to answer questions.
241	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxii) analyze information using tools, including Celsius thermometers	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	The Animation shows how to analyze information using tools, including Celsius thermometers.	In the Question-Answer Sheet, students are assessed on their ability to analyze data with a Celsius thermometer.
242	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxiii) analyze information using tools, including prisms	TX2_USSSM010502	Atomic Model History: From Rutherford to Bohr (TX2_USSSM010502)	The Lab Sheet involves an activity in which light is analyzed with a prism.	The Lab Sheet asks a question involving students' analysis of the light patterns produced by the prism.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
243	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxiii) analyze information using tools, including prisms	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	The Animation shows students how to analyze information using tools, including prisms.	The Question-Answer Sheet asks students a question for which they must understand the use of a prism to analyze information.
244	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxiii) analyze information using tools, including prisms	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	The Lab Sheet teaches students about using prisms to analyze data.	Q6 and Q7 of the Enrichment Sheet ask students about analyzing information with the use of a prism.
245	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxiv) analyze information using tools, including mirrors	TX2_USSXP110301	Reflection of Light from Plane Mirrors (TX2_USSXP110301)	In the Activity Object, students analyze the reflection of light from a mirror.	In the Activity Sheet, students are asked to record the angles of incidence and reflection from a mirror in a data table, and then analyze the data.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
246	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxiv) analyze information using tools, including mirrors	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	The Animation teaches students how to analyze information using tools, including mirrors.	The Question-Answer Sheet asks students a question for which they must understand the use of mirrors to analyze information.
247	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxv) analyze information using tools, including pan balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)	In the Activity Object, students analyze information using tools, including pan balances.	In the Activity Object, students measure pieces of fruit with a pan balance. Measurements are made on Earth, and on the moon. Values are entered in a chart through student responses, which are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
248	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxv) analyze information using tools, including pan balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)		In the Activity Sheet, students must analyze the values in the chart that they constructed during the Activity Object in order to answer questions about the data obtained with the pan balance.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
249	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxv) analyze information using tools, including pan balances	TX2_USSAN080103	The Differences between Mass and Weight (TX2_USSAN080103)	The Animation shows students how to analyze information using tools, including pan balances.	In the Question-Answer Sheet, students are assessed on their ability to analyze data obtained with a pan balance.
250	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxvi) analyze information using tools, including triple beam balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)	In the Activity Object, students analyze information using tools, including triple beam balances.	In the Activity Object, students measure pieces of fruit with a triple beam balance. Measurements are made on Earth, and on the moon. Values are entered in a chart through student responses, which are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
251	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxvi) analyze information using tools, including triple beam balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)		In the Activity Sheet, students must analyze the values in the chart that they constructed during the Activity Object in order to answer questions about the data obtained with the triple beam balance.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
252	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxvi) analyze information using tools, including triple beam balances	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows students how to analyze information using tools, including triple beam balances.	In the Question-Answer Sheet, students are assessed on their ability to analyze data obtained with a triple beam balance.
253	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxvii) analyze information using tools, including spring scales	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)	In the Activity Object, students analyze information using tools, including spring scales.	In the Activity Object, students measure pieces of fruit with a spring scale. Measurements are made on Earth, and on the moon. Values are entered in a chart through student responses, which are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
254	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxvii) analyze information using tools, including spring scales	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)		In the Activity Sheet, students must analyze the values in the chart that they constructed during the Activity Object in order to answer questions about the data obtained with the spring scale.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
255	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxvii) analyze information using tools, including spring scales	TX2_USSAN080103	The Differences between Mass and Weight (TX2_USSAN080103)	The Animation shows students how to analyze information using tools, including spring scales.	In the Question-Answer Sheet, students are assessed on their ability to analyze data obtained with a spring scale.
256	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxviii) analyze information using tools, including graduated cylinders	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students analyze information using tools, including graduated cylinders.	In Section 1 of the Activity Object, students measure the volume of unknown substances with a graduated cylinder and provide responses in order to record the data in a table. This and other data entered in the table is then analyzed by the students, and the identities of the unknown substances are eventually determined. Throughout the exercises, student responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
257	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxviii) analyze information using tools, including graduated cylinders	TX2_USSAN190103	Competition in Ecosystems (TX2_USSAN190103)	In the Lab Sheet, students use graduated cylinders as part of an investigation to analyze information.	The Lab Sheet assesses students on their analysis of data obtained through the use of graduated cylinders.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
258	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxix) analyze information using tools, including beakers	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students analyze information using tools, including beakers.	The Activity Sheet assesses students on their analysis of data obtained through the use of beakers.
259	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxix) analyze information using tools, including beakers	TX2_USSSM050101	Separation of Mixtures (TX2_USSSM050101)	In the Activity Object, students analyze information using tools, including beakers.	The Activity Sheet assesses students on their analysis of data obtained through the use of beakers.
260	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxix) analyze information using tools, including beakers	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	In the Lab Sheet, students must use clean glass beakers while measuring and analyzing the pH of water samples.	Q4 of the Lab Sheet assesses the use of a clean glass beaker. Data obtained from the measurements is analyzed by the students in the Lab Sheet.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
261	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xxxix) analyze information using tools, including beakers	TX2_USSAN190103	Competition in Ecosystems (TX2_USSAN190103)	In the Lab Sheet, students use glass beakers to grow plant samples.	The Lab Sheet includes questions that require the analysis of data that was collected with the aid of beakers.
262	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xl) analyze information using tools, including hot plates	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	In the Lab Sheet, students carry out two investigations in which they analyze information gathered by using a hotplate.	In the Lab Sheet, data collected with the use of a hotplate is analyzed.
263	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xl) analyze information using tools, including hot plates	TX2_USSXP020201	Melting and Boiling Points: Different Materials, Different Amounts (TX2_USSXP020201)	In the Activity Object, students analyze information by using hot plates.	In the Activity Sheet, students are assessed on their ability to analyze data obtained with a hot plate.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
264	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xli) analyze information using tools, including meter sticks	TX2_USSSM080101	The Concept of Inertia (TX2_USSSM080101)	The Investigation Sheet involves an investigation in which a meter stick is used to analyze information.	Q2 of the Investigation Sheet involves analysis of the data that was collected by students with a meter stick.
265	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xli) analyze information using tools, including meter sticks	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows students how to analyze information using tools, including a metric ruler.	In the Question-Answer Sheet, students are assessed on their ability to analyze data obtained with a meter stick.
266	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlii) analyze information using tools, including magnets	TX2_USSXP080401	Magnetic Field of a Magnet (TX2_USSXP080401)	In the Activity Object, students use a bar magnet to analyze the patterns formed by different substances.	In Part 2 of the Activity Object, students use a bar magnet to analyze the patterns formed by different substances. Based on the analysis, students must provide responses regarding their conclusions about the patterns. These student responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
267	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlii) analyze information using tools, including magnets	TX2_USSXP080401	Magnetic Field of a Magnet (TX2_USSXP080401)		In the Activity Sheet, students record observations from their investigations in Section 2 of the Activity Object. Students are then asked to analyze the data in order to answer questions.
268	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlii) analyze information using tools, including magnets	TX2_USSAN070101	Lab Equipment: Electronics (TX2_USSAN070101)	The Animation shows students how to analyze information using tools, including magnets.	In the Question-Answer Sheet, students are assessed on their ability to analyze data obtained with magnets.
269	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlii) analyze information using tools, including magnets	TX2_USSXP080407	Magnetic Force (TX2_USSXP080407)	In the Activity Object, students analyze the behavior of magnets.	Q1-Q3-Q4 of the Assessment in the Activity Object assess students' analysis of the information obtained with the magnets during the interaction in the Activity Object.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
270	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlili) analyze information using tools, including collecting nets	TX2_USSAN200103	Collecting Nets (TX2_USSAN200103)	The Animation shows students how to analyze information using tools, including various types of collecting nets.	In the Question-Answer Sheet, students are assessed on their ability to analyze data obtained with collecting nets. Students analyze the results of their activities to determine the efficacy of each kind of net.
271	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlili) analyze information using tools, including collecting nets	TX2_USSAN200103	Collecting Nets (TX2_USSAN200103)	The Lab Sheet shows students how to analyze information using tools, including different collecting nets used to collect fauna.	The Lab Sheet contains assessment items that require students to analyze the efficacy of different collecting nets, based upon the information they collected during their investigations.
272	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xliv) analyze information using tools, including notebooks	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Lab Sheet, students must use a lab notebook to record observations, and then analyze the recorded observations to make conclusions.	The Lab Sheet requires data be kept in a lab notebook. The Lab Sheet includes questions in which this data is analyzed and used for assessment.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
273	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlv) analyze information using tools, including notebooks	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students use lab notebooks to record and analyze data.	In the Investigation Sheet, students are assessed on their ability to use a lab notebook to collect and analyze information.
274	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlv) analyze information using tools, including notebooks	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students use a lab notebook to record and analyze data.	In the Activity Object, students are assessed on their use of a lab notebook to collect and analyze information. During the interactions, students provide responses that are to be placed in the lab notebook/experiment report. These student responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
275	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlv) analyze information using tools, including timing devices, including clocks	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	In the Lab Sheet, students carry out two investigations in which they analyze information using a clock	In the Lab Sheet, data collected with the use of a clock is analyzed.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
276	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlvi) analyze information using tools, including timing devices, including stopwatches	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object demonstrates how to analyze information by using stopwatches.	In Part 3 of the Activity Object, students provide responses in order to record in a table the number of contractions that occur per unit time, with the aid of a stopwatch. Students then analyze the data to make conclusions about the effect of external environment on the rate of contractions. Student responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
277	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlvi) analyze information using tools, including timing devices, including stopwatches	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)		In the Investigation Sheet, students record in a table the data taken with the aid of a stopwatch, and then students analyze the data in order to answer subsequent questions.
278	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlvi) analyze information using tools, including timing devices, including stopwatches	TX2_USSAN080202	Calculating Average Speed (TX2_USSAN080202)	The Animation shows students how to analyze information using tools, including stopwatches.	In the Question-Answer Sheet, students are assessed on their ability to analyze data obtained with stopwatches.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
279	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlvii) collect information using tools, including materials to support observation of habitats or organisms	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object involves collecting information on paramecia using microscopes, slides, and stopwatches.	In Part 3 of the Activity Object, students provide responses in order to collect data in a chart. As students build the chart, their responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
280	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlvii) collect information using tools, including materials to support observation of habitats or organisms	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students use various insect traps to collect and observe the characteristics of insects.	In the Lab Sheet, students are assessed on their collection of insects with insect traps, and on their analysis of the characteristics of the insects. Student observations and conclusions are also recorded in the Lab Sheet.
281	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlvii) collect information using tools, including materials to support observation of habitats or organisms	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students collect information using tools, including materials to support observation of habitats or organisms.	

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
282	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlvii) collect information using tools, including materials to support observation of habitats or organisms	TX2_USSSM190102	Habitat Designer: Sea Turtle (TX2_USSSM190102)	In the Activity Object, students collect information using tools, including materials to support observation of habitats or organisms.	
283	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlvii) collect information using tools, including materials to support observation of habitats or organisms	TX2_USSSM180202	Classification of Animals (TX2_USSSM180202)	In the Activity Object, students collect information using tools, including materials to support observation of habitats or organisms.	
284	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlviii) analyze information using tools, including materials to support observation of habitats or organisms	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object involves the collection and analysis of information on paramecia using microscopes, slides, and stopwatches.	In Part 3 of the Activity Object, students provide responses in order to collect and analyze data in a chart. As students build and analyze the chart, their responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
285	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlviii) analyze information using tools, including materials to support observation of habitats or organisms	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students analyze information using tools, including materials to support observation of habitats or organisms.	In the Activity Sheet, students are assessed on their ability to analyze information using tools, including materials to support observation of habitats or organisms
286	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlviii) analyze information using tools, including materials to support observation of habitats or organisms	TX2_USSSM190102	Habitat Designer: Sea Turtle (TX2_USSSM190102)	In the Activity Object, students analyze information using tools, including materials to support observation of habitats or organisms.	In the Activity Sheet, students are assessed on their ability to analyze information using tools, including materials to support observation of habitats or organisms
287	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums	(xlviii) analyze information using tools, including materials to support observation of habitats or organisms	TX2_USSSM180202	Classification of Animals (TX2_USSSM180202)	In the Activity Object, students analyze information using tools, including materials to support observation of habitats or organisms.	In the Activity Sheet, students are assessed on their ability to analyze information using tools, including materials to support observation of habitats or organisms

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
288	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(B) use safety equipment, including safety goggles and gloves	(i) use safety equipment, including safety goggles	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Part 2 of the Activity Object, students select and use safety equipment, including safety goggles.	Q1 of the Assessment in the Activity Object tests students on the correct use of safety equipment, including safety goggles.
289	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(B) use safety equipment, including safety goggles and gloves	(i) use safety equipment, including safety goggles	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)		Q4 and Q5 of the "Enrichment Activity" section in Enrichment Sheet 1 assess students on the correct use of safety equipment, including safety goggles.
290	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(B) use safety equipment, including safety goggles and gloves	(ii) use safety equipment, including gloves	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Part 2 of the Activity Object, students select and use safety equipment, including gloves.	Q1 of the Assessment in the Activity Object tests students on the correct use of safety equipment, including gloves.
291	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:	(B) use safety equipment, including safety goggles and gloves	(ii) use safety equipment, including gloves	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)		Q4 and Q5 of the "Enrichment Activity" section in the Enrichment Sheet 1 assess students on the correct use of safety equipment, including gloves. Q1 of the "Activities" subsection further down the sheet also does the same.
292	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(i) classify matter based on physical properties, including mass	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object discusses how to classify matter based on physical properties, including mass.	Q1-Q2-Q3 of the "Doing the Activity" section in the Activity Sheet test student understanding of how to classify matter based on physical properties, including mass.
293	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(ii) classify matter based on physical properties, including magnetism	TX2_USSAN010201	Magnetic Properties of Matter (TX2_USSAN010201)	The Animation describes how to classify matter based on physical properties, including magnetism.	Q1 in the "After the Animation" section of the Question-Answer Sheet asks students to complete a table that classifies matter based on physical properties, including magnetism.
294	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(iii) classify matter based on physical properties, including physical state (solid, liquid, and gas)	TX2_USSAN020101	States of Matter: Solid, Liquid, and Gas (TX2_USSAN020101)	The Animation describes the physical properties of matter, including the physical state (solid, liquid, and gas).	The Question-Answer Sheet asks students to classify matter as solids, liquids, and gases, based on physical properties.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
295	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(iii) classify matter based on physical properties, including physical state (solid, liquid, and gas)	TX2_USSSM020101	Properties of Solids, Liquids, and Gases (TX2_USSSM020101)	The Activity Object describes how to classify matter based on physical properties, including physical state (solid, liquid, and gas).	Q3 and Q5 of the Assessment in the Activity Object test students on their ability to classify matter based on physical properties, including physical state (solid, liquid, and gas).
296	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(iv) classify matter based on physical properties, including relative density (sinking and floating)	TX2_USSAN030101	Differences in Density: Floating and Sinking (TX2_USSAN030101)	The Animation classifies matter based on physical properties, including relative density.	In the Question-Answer Sheet, students are asked to classify matter based on relative density.
297	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(iv) classify matter based on physical properties, including relative density (sinking and floating)	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	The Activity Object describes how to classify matter based on physical properties, including relative density.	Q5 of the Assessment asks students to classify matter based on physical properties, including relative density (sinking and floating).
298	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(iv) classify matter based on physical properties, including relative density (sinking and floating)	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object describes how to classify matter based on physical properties, including relative density (sinking and floating).	Q3 and Q5 of the Assessment in the Activity Object test students' knowledge on classifying matter based on physical properties, including relative density.
299	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(iv) classify matter based on physical properties, including relative density (sinking and floating)	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)		Q1 of the "Doing the Activity" section of the Activity Sheet tests students' knowledge on classifying matter based on physical properties, including relative density.
300	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(v) classify matter based on physical properties, including solubility in water	TX2_USSAN050201	Identifying Substances Using Solubility (TX2_USSAN050201)	The Animation classifies matter based on physical properties, including solubility in water.	Q1-Q2-Q3-Q4 in the "After the Animation" section of the Question-Answer Sheet test students' knowledge on classifying matter based on physical properties, including relative density.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
301	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(vi) classify matter based on physical properties, including the ability to conduct or insulate thermal energy or electric energy	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object describes how to classify matter based on physical properties, including the ability to conduct or insulate thermal energy or electric energy.	Q1 of the "Thinking About the Activity Object" section of the Activity Sheet, as well as Q1 of the "Doing the Activity Object" section of the Activity Sheet, test students' knowledge on classifying matter based on physical properties, including the ability to conduct or insulate thermal energy or electric energy.
302	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(vi) classify matter based on physical properties, including the ability to conduct or insulate thermal energy or electric energy	TX2_USSSM040107	Heat Conduction of Different Materials (TX2_USSSM040107)	In the Activity Object, students classify matter based on physical properties, including the ability to conduct or insulate thermal energy.	Q2 and Q5 of the Assessment in the Activity Object test students' knowledge on classifying matter based on physical properties, including the ability to conduct or insulate thermal energy or electric energy.
303	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy	(vi) classify matter based on physical properties, including the ability to conduct or insulate thermal energy or electric energy	TX2_USSSM040107	Heat Conduction of Different Materials (TX2_USSSM040107)		Q1 and Q2 of the "Doing the Activity Object" section of the Activity Sheet test students' knowledge on classifying matter based on physical properties, including the ability to conduct or insulate thermal energy or electric energy.
304	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(B) identify the boiling and freezing/melting points of water on the Celsius scale	(i) identify the boiling point of water on the Celsius scale	TX2_USSAN020201	Boiling, Condensation, Freezing, and Melting Points (TX2_USSAN020201)	The Animation shows students how to identify the boiling point of water on the Celsius scale.	The Question-Answer Sheet includes questions that ask students to identify the boiling point of water on the Celsius scale.
305	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(B) identify the boiling and freezing/melting points of water on the Celsius scale	(ii) identify the freezing/melting point of water on the Celsius scale	TX2_USSAN020201	Boiling, Condensation, Freezing, and Melting Points (TX2_USSAN020201)	The Animation shows students how to identify the freezing and melting points of water on the Celsius scale.	The Question-Answer Sheet includes questions that ask students to identify the freezing/melting point of water on the Celsius scale.
306	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(B) identify the boiling and freezing/melting points of water on the Celsius scale	(ii) identify the freezing/melting point of water on the Celsius scale	TX2_USSAN020202	Let's Decrease the Freezing Point of Water (TX2_USSAN020202)	The Animation shows students how to identify the freezing and melting points of water on the Celsius scale.	The Question-Answer Sheet includes a question that asks students to identify the freezing/melting point of water on the Celsius scale.
307	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(C) demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand	(i) demonstrate that some mixtures maintain physical properties of their ingredients	TX2_USSAN050101	Properties of Mixtures (TX2_USSAN050101)	The Animation teaches students that some mixtures maintain physical properties of their ingredients.	Q2 in the "After the Animation" section of the Question-Answer Sheet requires students to demonstrate that some mixtures maintain physical properties of their ingredients.
308	(5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	(D) identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water	(i) identify changes that can occur in the physical properties of the ingredients of solutions	TX2_USSAN050101	Properties of Mixtures (TX2_USSAN050101)	The Animation teaches students to identify changes that can occur in the physical properties of the ingredients of solutions.	Q3 and Q4 in the "After the Animation" section of the Question-Answer Sheet test students on their ability to identify changes that can occur in the physical properties of the ingredients of solutions.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
309	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(i) explore the uses of energy, including mechanical energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Animation describes uses of energy, including mechanical energy.	Q3 in the Enrichment Sheet tests students' knowledge of the uses of energy, including mechanical energy.
310	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(i) explore the uses of energy, including mechanical energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)		The Question-Answer Sheet asks questions about uses of energy, including mechanical energy.
311	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(i) explore the uses of energy, including mechanical energy	TX2_USSSM040301	Energy Conversions in a Power Plant (TX2_USSSM040301)	The Activity Object describes conversion of energy, including mechanical energy.	Q2 and Q4 in the Assessment ask students about the uses of energy, including mechanical energy.
312	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(ii) explore the uses of energy, including light energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Animation describes uses of energy, including light energy.	Q2 in the "After the Animation" section of the Question-Answer Sheet asks students about the uses of energy, including mechanical energy.
313	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(ii) explore the uses of energy, including light energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)		Q4 in the Enrichment Sheet asks students about the uses of energy, including mechanical energy.
314	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(ii) explore the uses of energy, including light energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Enrichment Sheet describes energy types and uses of energy, including light energy.	The Enrichment Sheet asks students about energy types and uses of energy, including light energy.
315	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(ii) explore the uses of energy, including light energy	TX2_USSAN040301	Energy Conversions in Flashlights (TX2_USSAN040301)	The Animation describes uses of energy in flashlights, including light energy.	The Animation asks students about the uses of energy in flashlights, including light energy.
316	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(iii) explore the uses of energy, including thermal energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Animation describes uses of energy, including thermal energy.	Q2 in the "After the Animation" section of the Question-Answer Sheet asks students about the uses of energy, including thermal energy.
317	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(iii) explore the uses of energy, including thermal energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Enrichment Sheet describes energy types and uses of energy, including thermal energy.	The Enrichment Sheet asks students about energy types and uses of energy, including thermal energy.
318	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(iii) explore the uses of energy, including thermal energy	TX2_USSSM040301	Energy Conversions in a Power Plant (TX2_USSSM040301)	The Activity Object describes conversion of energy, including thermal energy.	Q3 and Q4 in the Assessment of the Activity Object ask students about the uses of energy, including thermal energy.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
319	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(iii) explore the uses of energy, including thermal energy	TX2_USSSM040301	Energy Conversions in a Power Plant (TX2_USSSM040301)		Q1 of the "Doing the Activity Object" section of the Activity Sheet asks students about the uses of energy, including thermal energy.
320	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(iii) explore the uses of energy, including thermal energy	TX2_USSAN040301	Energy Conversions in Flashlights (TX2_USSAN040301)	The Animation describes uses of energy in flashlights, including thermal energy.	The Animation asks students about the uses of energy in flashlights, including thermal energy.
321	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(iv) explore the uses of energy, including electrical energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Animation describes uses of energy, including electrical energy.	Q2 in the "After the Animation" section of the Question-Answer Sheet asks students about the uses of energy, including electrical energy.
322	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(iv) explore the uses of energy, including electrical energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Enrichment Sheet describes energy types and uses of energy, including electric energy.	The Enrichment Sheet asks students about the uses of energy, including electric energy.
323	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(iv) explore the uses of energy, including electrical energy	TX2_USSAN040301	Energy Conversions in Flashlights (TX2_USSAN040301)	The Animation describes uses of energy in flashlights, including electric energy.	Q1-Q2-Q3 in the "After the Animation" section of the Question-Answer Sheet ask students about the uses of energy, including electrical energy.
324	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(v) explore the uses of energy, including sound energy	TX2_USSAN040103	Sound Energy (TX2_USSAN040103)	The Animation describes uses of energy, including sound energy.	Q1-Q2-Q3 in the "After the Animation" section of the Question-Answer Sheet ask students about the uses of energy, including sound energy.
325	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(v) explore the uses of energy, including sound energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Animation describes uses of energy, including sound energy.	The Question-Answer Sheet asks students explore and describe the use of sound energy as it relates to communicating via a cell phone.
326	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy	(v) explore the uses of energy, including sound energy	TX2_USSAN040101	Defining Energy (TX2_USSAN040101)	The Enrichment Sheet describes energy types and uses of energy, including sound energy.	The Enrichment Sheet asks students about the uses of energy, including sound energy.
327	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound	(i) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass	TX2_USSSM070203	Building Circuits (TX2_USSSM070203)	The Activity Object demonstrates that the flow of electricity in circuits requires a complete path through which an electric current can pass.	Q1-Q2-Q3-Q5 of the Assessment in the Activity Object require students to be able to demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass.
328	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound	(i) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass	TX2_USSSM070203	Building Circuits (TX2_USSSM070203)		The Activity Sheet asks questions that require students to be able to demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
329	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound	(i) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass	TX2_USSAN070201	Electric Circuits (TX2_USSAN070201)	The Animation explains that the flow of electricity in circuits requires a complete path through which an electric current can pass .	Q1 and Q3 in the "After the Animation" section of the Question-Answer Sheet require students to be able to demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass.
330	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound	(ii) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can produce light	TX2_USSSM070203	Building Circuits (TX2_USSSM070203)	The Activity Object demonstrates that the flow of electricity in circuits requires a complete path through which an electric current can produce light.	The Activity Sheet asks questions that require students to be able to demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can produce light.
331	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound	(ii) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can produce light	TX2_USSAN070201	Electric Circuits (TX2_USSAN070201)	The Animation explains that the flow of electricity in circuits requires a complete path through which an electric current can produce light.	Q3 in the "After the Animation" section of the Question-Answer Sheet requires students to be able to demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can produce light.
332	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound	(iii) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can produce heat	TX2_USSSM070203	Building Circuits (TX2_USSSM070203)	The Activity Object demonstrates that the flow of electricity in circuits requires a complete path through which an electric current can produce heat and sound.	Q1 of the "Reflections" section in the Activity Sheet requires students to be able to demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can produce heat.
333	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound	(iv) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can produce sound	TX2_USSSM070203	Building Circuits (TX2_USSSM070203)	The Activity Object demonstrates that the flow of electricity in circuits requires a complete path through which an electric current can produce heat and sound.	Q2 of the "Reflections" section in the Activity Sheet requires students to be able to demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can produce sound.
334	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water	(i) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another	TX2_USSAN110302	The Path of a Reflected Light Beam (TX2_USSAN110302)	The Animation demonstrates that light travels in a straight line until it strikes an object or travels through one medium to another.	Q1 of the "Before the Animation" section of the Question-Answer Sheet asks students to demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another.
335	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water	(i) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another	TX2_USSSM110304	Light Reflection: Solving Puzzles (TX2_USSSM110304)	The Activity Object demonstrates that light travels in a straight line until it strikes an object or travels through one medium to another.	Q1 and Q2 in the "Doing the Activity Object" section of the Activity Sheet require students to be able to demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
336	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water	(ii) demonstrate that light can be reflected	TX2_USSSM110304	Light Reflection: Solving Puzzles (TX2_USSSM110304)	The Activity Object demonstrates that light can be reflected.	Q1 and Q2 of the "Doing the Activity Object" section in the Activity Sheet require students to be able to demonstrate that light can be reflected.
337	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water	(ii) demonstrate that light can be reflected	TX2_USSAN110302	The Path of a Reflected Light Beam (TX2_USSAN110302)	The Animation demonstrates that light can be reflected.	Q1 and Q2 in the "After the Animation" section of the Question-Answer Sheet require students to be able to demonstrate that light can be reflected.
338	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water	(iii) demonstrate that light can be refracted	TX2_USSAN110301	Examples of Refraction of Light (TX2_USSAN110301)	The Animation demonstrates that light can be refracted.	The Question-Answer Sheet asks questions that require students to be able to demonstrate that light can be refracted.
339	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water	(iii) demonstrate that light can be refracted	TX2_USSAN110101	Lab Equipment: Optics (TX2_USSAN110101)	In the Enrichment Sheet, students participate in an activity that demonstrates how light can be refracted.	In the Enrichment Sheet, students are asked to draw light that is refracted by a prism, with colored pencils.
340	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(D) design an experiment that tests the effect of force on an object		TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Activity Object, students design an experiment that tests the effect of force on an object.	In the Investigation Sheet, students are asked questions that assess their ability to design an experiment that tests the effect of force on an object.
341	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(D) design an experiment that tests the effect of force on an object		TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)		In the Activity Object, students must provide responses with regard to designing an experiment that tests the effect of force on an object. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
342	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(D) design an experiment that tests the effect of force on an object		TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students design an experiment that tests the effect of balanced and unbalanced forces on an object.	In the Activity Sheet, students are asked a question that assesses their ability to design an experiment that tests the effect of force on an object.
343	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(D) design an experiment that tests the effect of force on an object		TX2_USSSM080103	Newton's Third Law of Motion (TX2_USSSM080103)	In the Activity Object, students design an experiment that tests the effect of action-reaction forces on an object.	In the Activity Sheet, students are asked a question that assesses their ability to design an experiment that tests the effect of force on an object.
344	(6) Force, motion, and energy. The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:	(D) design an experiment that tests the effect of force on an object		TX2_USSSM080103	Newton's Third Law of Motion (TX2_USSSM080103)		In the Activity Object, students must provide responses with regard to designing an experiment that tests the effect of force on an object. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
345	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels	(i) explore the processes that led to the formation of sedimentary rocks	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In this Activity Object, students explore the rock cycle, including the processes that led to the formation of sedimentary rocks.	Q1 and Q2 of the "Doing the Activity Object" section in the Activity Sheet ask students about the processes that led to the formation of sedimentary rocks.
346	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels	(i) explore the processes that led to the formation of sedimentary rocks	TX2_USSAN130206	Sedimentary Rocks (TX2_USSAN130206)	The Animation explores the processes that led to the formation of sedimentary rocks.	Q2-Q3-Q4 in the "After the Animation" section of the Question-Answer Sheet ask students about the processes that led to the formation of sedimentary rocks.
347	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels	(i) explore the processes that led to the formation of sedimentary rocks	TX2_USSAN130205	The Rock Cycle (TX2_USSAN130205)	The Animation explores the rock cycle, including the processes that led to the formation of sedimentary rocks.	The Question-Answer Sheet asks students questions about the processes that led to the formation of sedimentary rocks.
348	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels	(ii) explore the processes that led to the formation of fossil fuels	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explores the processes that led to the formation of fossil fuels.	Q1 in the Enrichment Sheet asks students about the processes that led to the formation of fossil fuels.
349	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels	(ii) explore the processes that led to the formation of fossil fuels	TX2_USSAN130303	Fossil Fuels and Renewable Energy Sources (TX2_USSAN130303)	The Animation explores the processes that led to the formation of fossil fuels.	Q1 in the "Before the Animation" section of the Question-Answer Sheet asks students about the processes that led to the formation of fossil fuels.
350	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(A) explore the processes that led to the formation of sedimentary rocks and fossil fuels	(ii) explore the processes that led to the formation of fossil fuels	TX2_USSAN130302	Fossil Fuels (TX2_USSAN130302)	The Animation explores the processes that led to the formation of fossil fuels.	Q1 and Q3 in the "After the Animation" section of the Question-Answer Sheet ask students about the processes that led to the formation of fossil fuels.
351	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice	(i) recognize how landforms are the result of changes to Earth's surface by wind	TX2_USSAN130211	How Wind Changes Earth's Surface (TX2_USSAN130211)	The Animation teaches students to recognize how landforms are the result of changes to Earth's surface by wind.	The Question-Answer Sheet asks questions that require students to recognize how landforms are the result of changes to Earth's surface by wind
352	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice	(ii) recognize how landforms are the result of changes to Earth's surface by water	TX2_USSAN130212	How Water and Ice Change Earth's Surface (TX2_USSAN130212)	The Animation teaches students to recognize how landforms are the result of changes to Earth's surface by water.	The Question-Answer Sheet asks questions that require students to recognize how landforms are the result of changes to Earth's surface by water.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
353	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice	(iii) recognize how landforms are the result of changes to Earth's surface by ice	TX2_USSAN130212	How Water and Ice Change Earth's Surface (TX2_USSAN130212)	The Animation teaches students to recognize how landforms are the result of changes to Earth's surface by ice.	The Question-Answer Sheet asks questions that require students to recognize how landforms are the result of changes to Earth's surface by ice.
354	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels	(i) identify alternative energy resources	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In this Activity Object, students identify alternative energy resources such as wind, solar, tidal and geothermal.	Q1-Q2-Q3 of the "Doing the Activity Object" section of the Activity Sheet ask students to identify alternative energy resources.
355	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels	(i) identify alternative energy resources	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation teaches students to identify alternative energy resources such as nuclear, hydroelectric and wind energy.	The Question-Answer Sheet asks questions that require students to identify alternative energy resources.
356	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels	(i) identify alternative energy resources	TX2_USSAN130303	Fossil Fuels and Renewable Energy Sources (TX2_USSAN130303)	The Animation teaches students to identify alternative energy resources.	The Question-Answer Sheet asks questions that require students to identify alternative energy resources.
357	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels	(i) identify alternative energy resources	TX2_USSSM130301	Solar Energy: Designing a Solar Car (TX2_USSSM130301)	In the Activity Object, students identify alternative energy resources, such as solar energy.	The Activity Sheet asks questions that require students to identify alternative energy resources.
358	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels	(i) identify alternative energy resources	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation teaches students to identify alternative energy resources, such as biomass, geothermal and solar.	The Question-Answer Sheet asks questions that require students to identify alternative energy resources.
359	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models	(i) identify fossils as evidence of past living organisms	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Activity Object, students identify fossils as evidence of past living organisms.	Q1-Q2-Q3 of the "Doing the Activity Object" section of the Activity Sheet require students to be able to identify fossils as evidence of past living organisms.
360	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models	(i) identify fossils as evidence of past living organisms	TX2_USSSM180103	Analysis of Fossil Evidence (TX2_USSSM180103)	In the Activity Object, students identify fossils as evidence of past living organisms.	Q1-Q2-Q3 of the "Doing the Activity Object" section of the Activity Sheet require students to be able to identify fossils as evidence of past living organisms.
361	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models	(i) identify fossils as evidence of past living organisms	TX2_USSAN130102	Ages of Rocks and Fossils (TX2_USSAN130102)	The Animation identifies fossils as evidence of past living organisms, and as clues that are used to determine the age of rocks.	The Activity Sheet asks questions that require students to be able to identify fossils as evidence of past living organisms.
362	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models	(ii) identify the nature of the environments at the time [of the fossil] using models.	TX2_USSSM130109	Pangaea: Image of Earth 250 Million Years Ago (TX2_USSSM130109)	In the Activity Object, students employ models involving fossils to form Pangaea and identify the nature of the environments at the time of the fossils.	Q1-Q2-Q3 in the "Doing the Activity Object" section of the Activity Sheet ask students to identify the nature of the Earth 250 million years ago, using models and fossils as shown in the Activity Object.
363	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models	(ii) identify the nature of the environments at the time [of the fossil] using models.	TX2_USSAN130102	Ages of Rocks and Fossils (TX2_USSAN130102)	The Animation utilizes models and teaches students to identify the nature of the environment, at the time of the fossil or rock, while determining the age of fossils and rocks.	Q2-Q3-Q4 in the "After the Animation" section of the Question-Answer Sheet ask students about the nature of environments that led to formation of fossils and rocks.
364	(7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:	(D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models	(ii) identify the nature of the environments at the time [of the fossil] using models.	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	The Activity Object uses models to identify the nature of environments, at the time of fossils and rock, to explore the rock cycle.	The Activity Sheet asks students about identifying the nature of environments at the time of the fossils, using models from the Activity Object.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
365	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(A) differentiate between weather and climate	(i) differentiate between weather and climate	TX2_USSAN130402	Weather vs. Climate (TX2_USSAN130402)	The Animation differentiates between weather and climate.	Q1-Q2-Q3 in the "After the Animation" section of the Question-Answer Sheet require students to be able to differentiate between weather and climate.
366	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(A) differentiate between weather and climate	(i) differentiate between weather and climate	TX2_USSAN130402	Weather vs. Climate (TX2_USSAN130402)	The Enrichment Sheet teaches students to differentiate between weather and climate.	The Enrichment Sheet asks questions that require students to differentiate between weather and climate.
367	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(B) explain how the Sun and the ocean interact in the water cycle		TX2_USSAN130301	The Water Cycle (TX2_USSAN130301)	The Animation explains how the sun and the ocean interact in the water cycle.	Q2 and Q3 in the "After the Animation" section of the Question-Answer Sheet require the student to be able to explain how the sun and ocean interact in the water cycle.
368	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(B) explain how the Sun and the ocean interact in the water cycle		TX2_USSAN130301	The Water Cycle (TX2_USSAN130301)	The Enrichment Sheet explains how the sun and the ocean interact in the water cycle.	Q1 and Q4 in the Enrichment Sheet require the student to be able to explain how the sun and ocean interact in the water cycle.
369	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(B) explain how the Sun and the ocean interact in the water cycle		TX2_USSAN130207	Surface Water (TX2_USSAN130207)	The Animation explains how the sun and the ocean interact in the water cycle.	The Question-Answer Sheet asks a question for which students must understand how the sun and the ocean interact in the water cycle.
370	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky	(i) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle	TX2_USSAN150108	The Effects of Earth's Rotation (TX2_USSAN150108)	The Animation demonstrates that Earth rotates on its axis once approximately every 24 hours, causing the day/night cycle.	Q1 in the "After the Animation" section of the Question-Answer Sheet requires students to demonstrate that Earth rotates on its axis once approximately every 24 hours, causing the day/night cycle.
371	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky	(i) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle	TX2_USSAN150108	The Effects of Earth's Rotation (TX2_USSAN150108)	The Enrichment Sheet demonstrates that Earth rotates on its axis once approximately every 24 hours, causing the day/night cycle.	Q4 and Q5 of the Enrichment Sheet require students to demonstrate that Earth rotates on its axis once approximately every 24 hours, causing the day/night cycle.
372	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky	(i) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle	TX2_USSAN150108	The Effects of Earth's Rotation (TX2_USSAN150108)	The Lab Sheet demonstrates that Earth rotates on its axis once approximately every 24 hours, causing the day/night cycle.	Q1 and Q2 of the Lab Sheet require students to be able to demonstrate that Earth rotates on its axis once approximately every 24 hours, causing the day/night cycle.
373	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky	(ii) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the apparent movement of the Sun across the sky	TX2_USSAN150108	The Effects of Earth's Rotation (TX2_USSAN150108)	The Animation demonstrates that Earth rotates on its axis once approximately every 24 hours, causing the apparent movement of the sun across the sky.	The Question-Answer Sheet asks questions for which the student has to demonstrate that the Earth's rotation on its axis once approximately every 24 hours causes the apparent movement of the sun across the sky.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
374	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky	(ii) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the apparent movement of the Sun across the sky	TX2_USSAN150108	The Effects of Earth's Rotation (TX2_USSAN150108)	The Enrichment Sheet demonstrates that Earth rotates on its axis once approximately every 24 hours, causing the apparent movement of the sun across the sky.	Q4 and Q5 of the Enrichment Sheet require students to demonstrate that Earth rotates on its axis once approximately every 24 hours, causing the apparent movement of the sun across the sky.
375	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky	(ii) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the apparent movement of the Sun across the sky	TX2_USSAN150108	The Effects of Earth's Rotation (TX2_USSAN150108)	The Lab Sheet demonstrates that Earth rotates on its axis once approximately every 24 hours, causing the apparent movement of the sun across the sky.	Q1 and Q2 of the Lab Sheet require students to be able to demonstrate that Earth rotates on its axis once approximately every 24 hours, causing the apparent movement of the sun across the sky.
376	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(i) identify the physical characteristics of the Sun	TX2_USSSM150207	Star Types: In Search of Habitability (TX2_USSSM150207)	The Activity Object teaches students to identify the physical characteristics of the sun.	The Activity Sheet asks students to identify the physical characteristics of the sun.
377	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(i) identify the physical characteristics of the Sun	TX2_USSAN150101	Comparison of the Sun, Earth, and the Moon (TX2_USSAN150101)	The Animation teaches students to identify the physical characteristics of the sun.	The Question-Answer Sheet asks students to identify the physical characteristics of the sun.
378	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(i) identify the physical characteristics of the Sun	TX2_USSAN150103	The Sun: Our Closest Star (TX2_USSAN150103)	The Animation teaches students to identify the physical characteristics of the sun.	The Question-Answer Sheet asks students to identify the physical characteristics of the sun.
379	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(i) identify the physical characteristics of the Sun	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	In this Activity Object, students identify the physical characteristics of the Earth with a model and with explanatory text.	
380	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(ii) identify the physical characteristics of the Earth	TX2_USSAN150109	The Shape of the Earth (TX2_USSAN150109)	The Animation identifies the physical characteristics of the Earth.	The Question-Answer Sheet asks students to identify the physical characteristics of the Earth.
381	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(ii) identify the physical characteristics of the Earth	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In this Activity Object, students identify the physical characteristics of the Earth's different layers.	In the Activity Sheet, students identify the characteristics of the different layers of the Earth.
382	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(ii) identify the physical characteristics of the Earth	TX2_USSAN150101	Comparison of the Sun, Earth, and the Moon (TX2_USSAN150101)	The Animation teaches students to identify the physical characteristics of the Earth.	The Question-Answer Sheet asks students to identify the physical characteristics of the Earth.
383	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(ii) identify the physical characteristics of the Earth	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	In the Activity Object, students identify the physical characteristics of the Earth with a model and through explanatory text.	

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
384	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(iii) identify the physical characteristics of the Moon	TX2_USSAN150113	The Moon (TX2_USSAN150113)	The Animation identifies the physical characteristics of the moon.	Q2-Q3-Q4 in the "After the Animation" section of the Question-Answer Sheet ask students to identify the physical characteristics of the moon.
385	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(iii) identify the physical characteristics of the Moon	TX2_USSAN150101	Comparison of the Sun, Earth, and the Moon (TX2_USSAN150101)	The Animation teaches students to identify the physical characteristics of the moon.	The Question-Answer Sheet asks students to identify the physical characteristics of the moon.
386	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(iii) identify the physical characteristics of the Moon	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	In the Activity Object, students identify the physical characteristics of the moon with a model and through explanatory text.	
387	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(iv) compare the physical characteristics of the Sun, Earth, and Moon	TX2_USSAN150101	Comparison of the Sun, Earth, and the Moon (TX2_USSAN150101)	The Animation compares the physical characteristics of the sun, Earth, and moon.	The Question-Answer Sheet asks students to compare the physical characteristics of the sun, Earth, and moon.
388	(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:	(D) identify and compare the physical characteristics of the Sun, Earth, and Moon	(iv) compare the physical characteristics of the Sun, Earth, and Moon	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	In the Activity Object students can compare the physical characteristics of the sun, Earth, and moon through a model and with explanatory text.	
389	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(i) observe the way organisms live in their ecosystem by interacting with the living elements	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Animation, students observe the way organisms live in their ecosystem by interacting with the living elements.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet ask students about observing the way organisms live in their ecosystem by interacting with the living elements.
390	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(i) observe the way organisms live in their ecosystem by interacting with the living elements	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Enrichment Sheet, students observe the way organisms live in their ecosystem by interacting with the living elements.	Q1 and Q2 of the Enrichment Sheet ask students about observing the way organisms live in their ecosystem by interacting with the living elements.
391	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(ii) observe the way organisms live in their ecosystem by interacting with the non-living elements	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Animation, students observe the way organisms live in their ecosystem by interacting with the non-living elements.	Q3 and Q4 of the "After the Animation" section of the Question-Answer Sheet ask students about observing the way organisms live in their ecosystem by interacting with the non-living elements.
392	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(ii) observe the way organisms live in their ecosystem by interacting with the non-living elements	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Enrichment Sheet, students observe the way organisms live in their ecosystem by interacting with the non-living elements.	Q3 and Q4 of the Enrichment Sheet ask students about observing the way organisms live in their ecosystem by interacting with the non-living elements.
393	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(iii) observe the way organisms survive in their ecosystem by interacting with the living elements	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Animation, students observe the way organisms survive in their ecosystem by interacting with the living elements.	Q1 and Q2 in the "After the Animation" section of the Question-Answer Sheet ask students about observing the way organisms survive in their ecosystem by interacting with the living elements.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
394	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(iii) observe the way organisms survive in their ecosystem by interacting with the living elements	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Enrichment Sheet, students observe the way organisms survive in their ecosystem by interacting with the living elements.	Q1 and Q2 of the Enrichment Sheet ask students about observing the way organisms survive in their ecosystem by interacting with the living elements.
395	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(iii) observe the way organisms survive in their ecosystem by interacting with the living elements	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	In the Animation, students observe the way organisms survive in their ecosystem by interacting with the living elements.	In the Question-Answer Sheet, students are asked about their observations of the way organisms survive in their ecosystem by interacting with the living elements.
396	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(iii) observe the way organisms survive in their ecosystem by interacting with the living elements	TX2_USSSM190201	The Energy Flow from Producers to Consumers (TX2_USSSM190201)	In the Activity object, students observe the way organisms survive in their ecosystem by interacting with the living elements.	In the Activity Sheet, students are asked about their observations of the way organisms survive in their ecosystem by interacting with the living elements.
397	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(iv) observe the way organisms survive in their ecosystem by interacting with the non-living elements	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Animation, students observe the way organisms survive in their ecosystem by interacting with the non-living elements.	Q3 and Q4 of the "After the Animation" section of the Question-Answer Sheet ask students about observing the way organisms survive in their ecosystem by interacting with the non-living elements.
398	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements	(iv) observe the way organisms survive in their ecosystem by interacting with the non-living elements	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Enrichment Sheet, students observe the way organisms survive in their ecosystem by interacting with the non-living elements.	Q3 and Q4 of the Enrichment Sheet ask students about observing the way organisms survive in their ecosystem by interacting with the non-living elements.
399	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers	(i) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain to consumers	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	The Animation describes how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food chain to consumers.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet require students to be able to describe how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food chain to consumers.
400	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers	(i) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain to consumers	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	The Enrichment Sheet teaches students about how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food chain to decomposers.	Q2 and Q4 of the Enrichment Sheet require students to be able to describe how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food chain to consumers.
401	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers	(ii) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain to decomposers	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	The Animation describes how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food chain to decomposers.	Q3 of the "After the Animation" section of the Question-Answer Sheet require students to be able to describe how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food chain to decomposers.
402	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers	(ii) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain to decomposers	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	The Enrichment Sheet teaches students about how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food chain to decomposers.	Q3 of the Enrichment Sheet require students to be able to describe how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food chain to decomposers.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
403	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers	(iii) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food web to consumers	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	The Animation describes how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food web to consumers.	Q3 of the "After the Animation" section of the Question-Answer Sheet requires students to be able to describe how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food web to consumers.
404	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers	(iii) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food web to consumers	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	The Enrichment Sheet teaches students about how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food web to consumers.	Q1 and Q5 of the Enrichment Sheet require students to be able to describe how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food web to consumers.
405	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers	(iv) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food web to decomposers	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	The Animation describes how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food web to decomposers.	
406	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers	(iv) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food web to decomposers	TX2_USSAN190201	Food Chains and Food Webs (TX2_USSAN190201)	The Enrichment Sheet teaches students about how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food web to decomposers.	The Enrichment Sheet includes a question that requires students to be able to describe how the flow of energy derived from the sun, used by producers to create their own food, is transferred through a food web to decomposers.
407	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways	(i) predict the effects of changes in ecosystems caused by living organisms, including humans	TX2_USSAN190303	Environmental Problems (TX2_USSAN190303)	The Animation shares information that enables students to predict the effects of changes in ecosystems caused by living organisms, including humans.	Q1-Q2-Q3-Q4 in the "After the Animation" section of the Question-Answer Sheet require students to be able to predict the effects of changes in ecosystems caused by living organisms, including humans
408	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways	(i) predict the effects of changes in ecosystems caused by living organisms, including humans	TX2_USSAN190303	Environmental Problems (TX2_USSAN190303)	The Enrichment Sheet asks the students to predict the effects of changes in ecosystems caused by living organisms, including humans.	Q1-Q2-Q3-Q4 of the Enrichment Sheet require students to be able to predict the effects of changes in ecosystems caused by living organisms, including humans
409	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways	(i) predict the effects of changes in ecosystems caused by living organisms, including humans	TX2_USSAN190301	Acid Rain (TX2_USSAN190301)	The Animation shares information that enables students to predict the effects of changes in ecosystems caused by living organisms, including humans.	The Question-Answer Sheet asks students a question that requires them to be able to predict the effects of changes in ecosystems caused by living organisms, including humans.
410	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways	(i) predict the effects of changes in ecosystems caused by living organisms, including humans	TX2_USSAN190302	Global Warming (TX2_USSAN190302)	The Animation shares information that enables students to predict the effects of changes in ecosystems caused by living organisms, including humans.	The Question-Answer Sheet asks students a question that requires them to be able to predict the effects of changes in ecosystems caused by living organisms, including humans.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
411	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(D) identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals	(i) identify the significance of the carbon dioxide-oxygen cycle to the survival of plants	TX2_USSAN190102	The Significance of the Carbon Dioxide-Oxygen Cycle (TX2_USSAN190102)	The Animation identifies the significance of the carbon dioxide-oxygen cycle to the survival of plants.	The Question-Answer Sheet asks a question for which students must identify the significance of the carbon dioxide-oxygen cycle to the survival of plants.
412	(9) Organisms and environments. The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	(D) identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals	(ii) identify the significance of the carbon dioxide-oxygen cycle to the survival of animals	TX2_USSAN190102	The Significance of the Carbon Dioxide-Oxygen Cycle (TX2_USSAN190102)	The Animation identifies the significance of the carbon dioxide-oxygen cycle to the survival of animals.	Q1 and Q2 in the "After the Animation" section of the Question-Answer Sheet require students to identify the significance of the carbon dioxide-oxygen cycle to the survival of animals.
413	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals	(i) compare the structures of different species that help them live	TX2_USSAN180101	Comparing the Adaptations of Organisms in Different Ecosystems (TX2_USSAN180101)	The Animation compares the structures of different species that help them live.	The Question-Answer Sheet asks a question in which students must compare the ears of two different species of elephants and explain how this helps them survive in their different environments. Other questions also ask students to compare the structures of different species that help them live.
414	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals	(ii) compare the structures of different species that help them survive	TX2_USSAN180101	Comparing the Adaptations of Organisms in Different Ecosystems (TX2_USSAN180101)	The Animation compares the structures of different species that help them survive.	The Question-Answer Sheet asks students to compare the structures of different desert plants to explain how this helps them survive in their different environments. Other questions also ask students to compare the structures of different species that help them survive.
415	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals	(iii) compare the functions [of structures] of different species that help them live	TX2_USSAN180101	Comparing the Adaptations of Organisms in Different Ecosystems (TX2_USSAN180101)	The Animation compares the functions of structures of different species that help them live.	The Question-Answer Sheet asks students to compare the functions of ears of two different species of elephants and explain how this helps them live in their different environments. Other questions also ask students to compare the functions of structures of different species that help them live.
416	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	(A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals	(iv) compare the functions [of structures] of different species that help them survive	TX2_USSAN180101	Comparing the Adaptations of Organisms in Different Ecosystems (TX2_USSAN180101)	The Animation compares the functions of structures of different species that help them survive.	The Question-Answer Sheet asks students to compare the non-photosynthetic functions of the leaves of different species that help them to survive. Other questions also ask students compare the functions of structure of different species that help them survive
417	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	(B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle	(i) differentiate between inherited traits of plants and animals	TX2_USSAN180106	Inherited Traits and Learned Behaviors of Plants and Animals (TX2_USSAN180106)	The Animation teaches students to differentiate between inherited traits of plants and animals.	Q1-Q2-Q3-Q4 in the "After the Animation" section of the Question-Answer Sheet require students to be able to differentiate between inherited traits of plants and animals.
418	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	(B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle	(ii) differentiate between inherited traits of animals and learned behaviors	TX2_USSAN180106	Inherited Traits and Learned Behaviors of Plants and Animals (TX2_USSAN180106)	The Animation teaches students to differentiate between inherited traits of animals and learned behaviors.	Q1-Q2-Q4 in the "After the Animation" section of the Question-Answer Sheet require students to be able to differentiate between inherited traits of animals and learned behaviors.

AC Correlation with TEKS 2014 Grade 5 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
419	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	(C) describe the differences between complete and incomplete metamorphosis of insects		TX2_USSSM160210	Life Cycle of Animals (TX2_USSSM160210)	In the Part 1 of the Activity Object, students learn to complete the life cycle of a butterfly as an example of complete metamorphosis. Also in Part 1 of the Activity Object, students learn to complete the life cycle of a cockroach as an example of incomplete metamorphosis.	In the Assessment in the Activity Object, students are asked to describe the differences between complete and incomplete metamorphosis of insects.
420	(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:	(C) describe the differences between complete and incomplete metamorphosis of insects		TX2_USSSM160210	Life Cycle of Animals (TX2_USSSM160210)	In the Part 2 of the Activity Object, students learn to describe the differences between complete and incomplete metamorphosis of insects.	Q5 of the "Learner Journal" section of the Activity Sheet, as well as Q1 of the "Reflections" section of the Activity Sheet, require students to be able to describe the differences between complete and incomplete metamorphosis of insects.