#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
1	(1) Scientific investigation and	(A) demonstrate safe	(i) demonstrate safe	TX2_USSSM200101			Q1-Q2-Q5 in the Assessment of the
	reasoning. The student conducts	practices and the use of	practices as described		(TX2_USSSM200101)		Activity Object ask students to
	classroom and outdoor	safety equipment as	in the Texas Safety			Safety Standards.	demonstrate safe practices during
	investigations following home and	described in the Texas	Standards during				classroom investigations, as
	school safety procedures and	Safety Standards during	classroom				described in the Texas Safety
	environmentally appropriate and	classroom and outdoor	investigations				Standards.
	ethical practices. The student is	investigations					
2	expected to: (1) Scientific investigation and	(A) demonstrate sets	(i) demonstrate safe	TX2_USSSM200101	Laboratory Cofoty		Q1-Q2-Q5 in the "Learner Journal"
2	reasoning. The student conducts	(A) demonstrate safe practices and the use of	practices as described	172_03331/1200101	(TX2_USSSM200101)		section of the Activity Sheet ask
	classroom and outdoor	safety equipment as	in the Texas Safety		(1X2_0333W200101)		students to demonstrate safe
	investigations following home and	described in the Texas	Standards during				practices during classroom
	school safety procedures and	Safety Standards during	classroom				investigations, as described in the
	environmentally appropriate and	classroom and outdoor	investigations				Texas Safety Standards.
	ethical practices. The student is	investigations	· ·				•
	expected to:						
3	(1) Scientific investigation and	(A) demonstrate safe	(i) demonstrate safe	TX2_USSSM200101			In Enrichment Sheet 1, students are
	reasoning. The student conducts	practices and the use of	practices as described		(TX2_USSSM200101)	more about demonstrating safe	asked to demonstrate safe practices
	classroom and outdoor	safety equipment as	in the Texas Safety				during classroom investigations, as
	investigations following home and	described in the Texas	Standards during				described in the Texas Safety
	school safety procedures and environmentally appropriate and	Safety Standards during classroom and outdoor	classroom investigations			Texas Safety Standards.	Standards.
	ethical practices. The student is	investigations	iivesiigalions				
	expected to:	congano					
4	(1) Scientific investigation and	(A) demonstrate safe	(i) demonstrate safe	TX2_USSAN200102	The Safety of Classroom	The Animation demonstrates safe	The Question-Answer Sheet asks
	reasoning. The student conducts	practices and the use of	practices as described		Investigations (TX2_USSAN200102)	practices during classroom	students to demonstrate safe
	classroom and outdoor	safety equipment as	in the Texas Safety			investigations, as described in the	practices during classroom
	investigations following home and	described in the Texas	Standards during			Texas Safety Standards.	investigations, as described in the
	school safety procedures and	Safety Standards during	classroom				Texas Safety Standards.
	environmentally appropriate and	classroom and outdoor	investigations				
	ethical practices. The student is expected to:	investigations					
5	(1) Scientific investigation and	(A) demonstrate safe	(ii) demonstrate safe	TX2_USSAN200110	The Safety of Outdoor Investigations	The Animation demonstrates safe	Q1-Q2-Q3-Q4-Q5 of the "After the
	reasoning. The student conducts	practices and the use of	practices as described	000,	(TX2_USSAN200110)		Animation" section in the Question-
	classroom and outdoor	safety equipment as	in the Texas Safety		,		Answer Sheet ask students to
	investigations following home and	described in the Texas	Standards during			Texas Safety Standards.	demonstrate safe practices during
	school safety procedures and	Safety Standards during	outdoor investigations				outdoor investigations, as described
	environmentally appropriate and	classroom and outdoor					in the Texas Safety Standards.
	ethical practices. The student is	investigations					
6	expected to: (1) Scientific investigation and	(A) dominato nofe	(;;) domesticate cofe	TX2_USSSM200101	I ala anatam i Cafati i	The Activity Object demonstrates safe	The Astivity Chart calls students to
6	reasoning. The student conducts	(A) demonstrate safe practices and the use of	(ii) demonstrate safe practices as described	172_03331/1200101	(TX2 USSSM200101)	practices during outdoor	demonstrate safe practices during
	classroom and outdoor	safety equipment as	in the Texas Safety		(1X2_0333W200101)		outdoor investigations, as described
	investigations following home and	described in the Texas	Standards during				in the Texas Safety Standards.
	school safety procedures and	Safety Standards during	outdoor investigations			, , , , , , , , , , , , , , , , , , , ,	,
	environmentally appropriate and	classroom and outdoor	ŭ				
	ethical practices. The student is	investigations					
	expected to:	(1)	an .				
7	(1) Scientific investigation and	(A) demonstrate safe	(ii) demonstrate safe	TX2_USSSM200101			In Enrichment Sheet 1, students are
	reasoning. The student conducts	practices and the use of	practices as described		(TX2_USSSM200101)	to demonstrate safe practices during	asked to demonstrate safe practices
	classroom and outdoor investigations following home and	safety equipment as described in the Texas	in the Texas Safety Standards during				during outdoor investigations, as described in the Texas Safety
	school safety procedures and	Safety Standards during	outdoor investigations			,	Standards.
	environmentally appropriate and	classroom and outdoor	Catacor investigations				
	ethical practices. The student is	investigations					
	expected to:						
8	(1) Scientific investigation and	(A) demonstrate safe	(iii) demonstrate the	TX2_USSSM200101			Q3 and Q4 of the Assessment in the
	reasoning. The student conducts	practices and the use of	use of safety		(TX2_USSSM200101)		Activity Object ask students to
	classroom and outdoor	safety equipment as	equipment as			the Texas Safety Standards.	demonstrate the use of safety
	investigations following home and	described in the Texas	described in the Texas				equipment during classroom
	school safety procedures and environmentally appropriate and	Safety Standards during	Safety Standards				investigations, as described in the Texas Safety Standards.
	environmentally appropriate and ethical practices. The student is	classroom and outdoor investigations	during classroom investigations				Texas Salety Standards.
	expected to:	conganono	vcougations				
	onpolica to.	<u> </u>			1	1	

# T	FEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
9	(1) Scientific investigation and	(A) demonstrate safe	(iii) demonstrate the	TX2_USSSM200101		ž i	Q4-Q5-Q7 in the "Learner Journal"
	reasoning. The student conducts	practices and the use of	use of safety		(TX2_USSSM200101)		section of the Activity Sheet ask
	classroom and outdoor	safety equipment as	equipment as				students to demonstrate the use of
	investigations following home and	described in the Texas	described in the Texas				safety equipment during classroom
	school safety procedures and	Safety Standards during	Safety Standards				investigations, as described in the
	environmentally appropriate and ethical practices. The student is	classroom and outdoor	during classroom				Texas Safety Standards.
	expected to:	investigations	investigations				
10	(1) Scientific investigation and	(A) demonstrate safe	(iii) demonstrate the	TX2_USSSM200101	Laboratory Safety	Enrichment Sheet 1 teaches	Enrichment Sheet 1 asks students to
	reasoning. The student conducts	practices and the use of	use of safety	17.12_0000200101	(TX2_USSSM200101)	students to demonstrate the use of	demonstrate the use of safety
	classroom and outdoor	safety equipment as	equipment as		,	safety equipment during classroom	equipment during classroom
	investigations following home and	described in the Texas	described in the Texas			investigations, as described in the	investigations, as described in the
	school safety procedures and	Safety Standards during	Safety Standards			Texas Safety Standards.	Texas Safety Standards.
	environmentally appropriate and	classroom and outdoor	during classroom				
	ethical practices. The student is	investigations	investigations				
11	expected to: (1) Scientific investigation and	(A) demonstrate safe	(iii) demonstrate the	TV2 1199 (N)200102	The Safety of Classroom	The Animation demonstrates the use	The Question-Answer Sheet asks
''	reasoning. The student conducts	practices and the use of	use of safety	172_033AN200102	Investigations (TX2_USSAN200102)	of safety equipment during classroom	students to demonstrate the use of
	classroom and outdoor	safety equipment as	equipment as		111/00/19410110 (17/2_000/11/200102)	investigations, as described in the	safety equipment during classroom
	investigations following home and	described in the Texas	described in the Texas			Texas Safety Standards.	investigations, as described in the
	school safety procedures and	Safety Standards during	Safety Standards			,	Texas Safety Standards.
	environmentally appropriate and	classroom and outdoor	during classroom				
	ethical practices. The student is	investigations	investigations				
12	expected to:	(A) degree etc.	CA dament to the	TVO LIOCANICOS : : 5	The Oats at Oats 1	The Asianatian day	
12	(1) Scientific investigation and reasoning. The student conducts	(A) demonstrate safe practices and the use of	(iv) demonstrate the use of safety	1X2_USSAN200110	The Safety of Outdoor Investigations (TX2_USSAN200110)	The Animation demonstrates the use	
	classroom and outdoor	safety equipment as	equipment as		(1X2_USSAN200110)	of safety equipment during outdoor investigations, as described in the	
	investigations following home and	described in the Texas	described in the Texas			Texas Safety Standards.	
	school safety procedures and	Safety Standards during	Safety Standards			rexas daicty diamands.	
	environmentally appropriate and	classroom and outdoor	during outdoor				
	ethical practices. The student is	investigations	investigations				
	expected to:						
13	(1) Scientific investigation and	(A) demonstrate safe	(iv) demonstrate the	TX2_USSSM200101		Enrichment Sheet 1 demonstrates the	
	reasoning. The student conducts	practices and the use of	use of safety		(TX2_USSSM200101)	use of safety equipment during	demonstrate the use of safety
	classroom and outdoor investigations following home and	safety equipment as described in the Texas	equipment as described in the Texas			outdoor investigations, as described in the Texas Safety Standards.	equipment during outdoor investigations, as described in the
	school safety procedures and	Safety Standards during	Safety Standards			in the rexas balety Standards.	Texas Safety Standards.
	environmentally appropriate and	classroom and outdoor	during outdoor				Toxas sarsty startaines.
	ethical practices. The student is	investigations	investigations				
	expected to:	· ·	ŭ				
14	(1) Scientific investigation and	(B) make informed choices	(i) make informed	TX2_USSSM200101		In Part 3 of the Activity Object,	
	reasoning. The student conducts	in the conservation, disposal,	choices in the		(TX2_USSSM200101)	students are informed about the	
	classroom and outdoor	and recycling of materials	conservation of			conservation of materials.	
	investigations following home and		materials				
	school safety procedures and environmentally appropriate and						
	ethical practices. The student is						
	expected to:		<u> </u>				<u> </u>
15	(1) Scientific investigation and	(B) make informed choices	(i) make informed	TX2_USSSM200101			Enrichment Sheet 1 assesses
	reasoning. The student conducts	in the conservation, disposal,	choices in the		(TX2_USSSM200101)	to make informed choices in the	students' ability to make informed
	classroom and outdoor	and recycling of materials	conservation of			conservation of materials.	choices in the conservation of
	investigations following home and		materials				materials.
	school safety procedures and						
	environmentally appropriate and ethical practices. The student is						
	expected to:						
16	(1) Scientific investigation and	(B) make informed choices	(ii) make informed	TX2_USSSM200101	Laboratory Safety	In the Activity Object, students are	
	reasoning. The student conducts	in the conservation, disposal,	choices in the disposal		(TX2_USSSM200101)	informed about choices regarding the	
	classroom and outdoor	and recycling of materials	of materials			disposal of materials.	
	investigations following home and						
	school safety procedures and						
	environmentally appropriate and						
	ethical practices. The student is expected to:						
	expedied to.				<u> </u>	l .	

# 1	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	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.

#	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		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.

#	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		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.

#	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		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		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	(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.

# 1	EKS (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)	analyze information to construct	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	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	(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	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.

#	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		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.

#	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		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)	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 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)		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.

#	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		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.

#	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.

#	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		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		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.

#	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.

#	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.

#	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		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.

	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Commonant	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		Component 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.

#	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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
118	(3) Scientific investigation and	(A) in all fields of science,	(ix) in all fields of	TX2_USSSM160210	Life Cycle of Animals	In the Activity Object, students	Q1-Q2-Q3-Q4-Q5-Q6 of the "Learner
	reasoning. The student uses critical	analyze, evaluate, and	science, evaluate		(TX2_USSSM160210)	evaluate scientific explanations by	Journal" section of the Activity Sheet
	thinking and scientific problem	critique scientific	scientific explanations			using observational testing.	involve answers in which students
	solving to make informed	explanations by using	by using observational				need to evaluate scientific
	decisions. The student is expected	empirical evidence, logical	testing				explanations by using observational
	to:	reasoning, and experimental					testing.
		and observational testing,					
		including examining all sides					
		of scientific evidence of those scientific explanations,					
		so as to encourage critical					
		thinking by the student					
		thinking by the olddorn					
119	(3) Scientific investigation and	(A) in all fields of science,	(ix) in all fields of	TX2_USSSM160210	Life Cycle of Animals		In the Activity Object, students must
	reasoning. The student uses critical	analyze, evaluate, and	science, evaluate		(TX2_USSSM160210)		provide responses with regard to
	thinking and scientific problem solving to make informed	critique scientific explanations by using	scientific explanations				using observational testing to
	decisions. The student is expected	empirical evidence, logical	by using observational testing				evaluate scientific explanations.  These responses are assessed by
	to:	reasoning, and experimental	testing				the Activity Object software, which
	10.	and observational testing,					provides appropriate feedback as
		including examining all sides					students work through the exercises.
		of scientific evidence of					
		those scientific explanations,					
		so as to encourage critical					
		thinking by the student					
120	(3) Scientific investigation and	(A) in all fields of science,	(x) in all fields of	TX2 USSSM010502	Atomic Model History: From	The Activity Object explains the	In the Investigation Sheet, students
	reasoning. The student uses critical	analyze, evaluate, and	science, evaluate		Rutherford to Bohr	historical development of atomic	are asked questions for which they
	thinking and scientific problem	critique scientific	scientific explanations,		(TX2_USSSM010502)	models from Rutherford to Bohr, and	must evaluate scientific explanations
	solving to make informed	explanations by using	including examining all			students evaluate the various	by examining all sides of evidence for
	decisions. The student is expected	empirical evidence, logical	sides of scientific			scientific explanations for the models,	those scientific explanations.
	to:	reasoning, and experimental	evidence of those			examining all sides of evidence for	
		and observational testing,	scientific explanations			those explanations.	
		including examining all sides of scientific evidence of					
		those scientific explanations,					
		so as to encourage critical					
		thinking by the student					
121	(2) Scientific investigation and	(A) in all fields of science	(v) in all fields of	TV2 LICCOMMONAGE	Analysis of Fossil Evidence	The Activity Object procests data	O2 and O2 of the "Daine About the
121	(3) Scientific investigation and reasoning. The student uses critical	(A) in all fields of science, analyze, evaluate, and	(x) in all fields of science, evaluate	174_0000101180103	Analysis of Fossil Evidence (TX2 USSSM180103)	The Activity Object presents data about fossils found in a certain area,	Q2 and Q3 of the "Doing About the Activity Object" section of the Activity
	thinking and scientific problem	critique scientific	scientific explanations,		(172_0000W100100)	and evaluates various scientific	Sheet, as well as Q1 and Q2 of the
	solving to make informed	explanations by using	including examining all			explanations to determine which	"Thinking About the Activity Object"
	decisions. The student is expected	empirical evidence, logical	sides of scientific			animals lived in the area, looking at all	section of the Activity Sheet, involve
	to:	reasoning, and experimental	evidence of those			sides of scientific evidence for those	answers that require students to
		and observational testing,	scientific explanations			explanations	analyze and evaluate scientific
		including examining all sides					explanations, including examining all
		of scientific evidence of					sides of scientific evidence of those
		those scientific explanations,					scientific explanations.
		so as to encourage critical					
		thinking by the student					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
122	(3) Scientific investigation and	(A) in all fields of science,	(x) in all fields of	TX2_USSAN200113	Applying and Communicating	The Animation teaches students to	The Question-Answer Sheet
	reasoning. The student uses critical thinking and scientific problem	analyze, evaluate, and critique scientific	science, evaluate scientific explanations,		Scientific Information (TX2_USSAN200113)	evaluate scientific explanations, including examining all sides of	assesses students' ability to analyze and evaluate scientific explanations,
	solving to make informed	explanations by using	including examining all		, – ,	scientific evidence of those scientific	including examining all sides of
	decisions. The student is expected to:	empirical evidence, logical reasoning, and experimental	sides of scientific evidence of those			explanations.	scientific evidence of those scientific explanations.
		and observational testing,	scientific explanations				explanations.
		including examining all sides of scientific evidence of					
		those scientific explanations,					
		so as to encourage critical					
		thinking by the student					
123	(3) Scientific investigation and	(A) in all fields of science,	(xi) in all fields of	TV2 1199VP160101	Plants' Needs for Photosynthesis	In Part 2 of the Activity Object,	In the Investigation Sheet, students
123	reasoning. The student uses critical	analyze, evaluate, and	science, critique	1777 190101	(TX2_USSXP160101)	students critique scientific	are asked questions for which they
	thinking and scientific problem	critique scientific	scientific explanations			explanations by using empirical evidence.	need to critique scientific explanations
	solving to make informed decisions. The student is expected	explanations by using empirical evidence, logical	by using empirical evidence			evidence.	by using empirical evidence.
	to:	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					
124	(3) Scientific investigation and	(A) in all fields of science,	(xi) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion	In the Investigation Sheet, students	In the Activity Object, students must
	reasoning. The student uses critical thinking and scientific problem	analyze, evaluate, and critique scientific	science, critique scientific explanations		(TX2_USSXP080101)	learn about using empirical evidence to critique scientific explanations.	provide responses with regard to using empirical evidence to critique
	solving to make informed	explanations by using	by using empirical				scientific explanations. These
	decisions. The student is expected to:	empirical evidence, logical reasoning, and experimental	evidence				responses are assessed by the Activity Object software, which
		and observational testing,					provides appropriate feedback as
		including examining all sides of scientific evidence of					students work through the exercises.
		those scientific explanations,					
		so as to encourage critical thinking by the student					
		umming by the student					
125	(3) Scientific investigation and	(A) in all fields of science,	(xi) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion		Q3 in the Investigation Sheet asks
.20	reasoning. The student uses critical	analyze, evaluate, and	science, critique		(TX2_USSXP080101)		students to critique scientific
	thinking and scientific problem solving to make informed	critique scientific explanations by using	scientific explanations by using empirical				explanations by using empirical evidence.
	decisions. The student is expected	empirical evidence, logical	evidence				ovidende.
	to:	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					
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#	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		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.

#	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.

#	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)		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)	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)	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)	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 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 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)	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.

# -	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	1X2_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_USSAN2Õ0120	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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
150	(4) Scientific investigation and	(A) collect, record, and	(i) collect information		Computers and Calculators	Investigation Sheet 1 teaches	Investigation Sheet 1 assesses
	reasoning. The student knows how	analyze information using	using tools, including	1712_0007111200120	(TX2_USSAN200120)	students about collecting information	students' ability to collect information
	to use a variety of tools and	tools, including calculators,	calculators		(,,	with a calculator.	with a calculator.
	methods to conduct science	microscopes, cameras,					
	inquiry. The student is expected to:	computers, hand lenses,					
	quye etaue ie expecteu te.	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					
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151	(4) Scientific investigation and	(A) collect, record, and	(i) collect information	1X2_USSAN200120	Computers and Calculators	Investigation Sheet 2 teaches	Investigation Sheet 2 assesses
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSAN200120)	students about collecting information	students' ability to collect information
	to use a variety of tools and	tools, including calculators,	calculators			with a calculator.	with a calculator.
	methods to conduct science	microscopes, cameras,					
	inquiry. The student is expected to:	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					
150	(4) Scientific investigation and	(A) collect record and	(ii) collect information	TV2 LICCOMACCACA	Exploring Colle with a Microscop -	In the Activity Object students called	01 02 02 04 05 of the Assessment
152	(4) Scientific investigation and	(A) collect, record, and	(ii) collect information	1777 1777	Exploring Cells with a Microscope (TX2 USSSM160101)		Q1-Q2-Q3-Q4-Q5 of the Assessment
	reasoning. The student knows how	analyze information using	using tools, including		(1777-0999M1100101)	information using tools, including	in the Activity Object ask students
	to use a variety of tools and methods to conduct science	tools, including calculators, microscopes, cameras,	microscopes			microscopes.	about collecting information with microscopes.
	inquiry. The student is expected to:	computers, hand lenses,					microscopes.
	inquiry. The student is expected to.	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					
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to use a variety of tools and methods to conduct science inquiry. The student is expected to:  tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan 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	100				.712_0007114200100			
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#	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		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.

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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 acludators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermoneters, prisms, mirrors, pan 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								
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reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:  ### Application of the student knows how to using tools, including hand lenses  ### Application of the student knows how to so, including tools, including hand lenses  ### Application of the student knows how to so, including tools, including hand lenses  ### Application of the student knows how to so, including tools, including hand lenses  ### Application of the student knows how tools, including tools, including hand lenses  ### Application of the student is expected to:  ### Application of the student is expected to:								
to use a variety of tools and methods to conduct science inquiry. The student is expected to:  In tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan 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	161				TX2_USSSM130201			
methods to conduct science inquiry. The student is expected to:  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						(TX2_USSSM130201)		
inquiry. The student is expected to:  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				hand lenses			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								
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		inquiry. The student is expected to:						
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								
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								
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								
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								
sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such								
nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such								
devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such								
stopwatches; and materials to support observations of habitats or organisms such								
to support observations of habitats or organisms such								
habitats or organisms such								

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
162	(4) Scientific investigation and	(A) collect, record, and	(v) collect information		Insect Traps (TX2_USSAN200105)		In the Lab Sheet, students investigate
102	reasoning. The student knows how	analyze information using	using tools, including	17.12_0007111200100	1712_000/114200100)	insects with a hand lens.	insects with a hand lens and then
	to use a variety of tools and	tools, including calculators,	hand lenses			indedic war a riana ione.	record the information they collect in a
	methods to conduct science	microscopes, cameras,	Haria icriscs				table.
	inquiry. The student is expected to:	computers, hand lenses,					table.
	inquiry. The student is expected to.						
		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					
		as terranums and aquanums					
163	(4) Scientific investigation and	(A) collect, record, and	(vi) collect information	TX2 LISSANIORO102	Lab Equipment: Mechanics	The Animation explains how to collect	Q5-Q6-Q7-Q8 of the Enrichment
100	reasoning. The student knows how	analyze information using	using tools, including	17/2_0007(1000102	(TX2_USSAN080102)	information using tools, including	Sheet assess students' ability to
	to use a variety of tools and	tools, including calculators,	metric rulers		(000/11000102)	metric rulers.	collect information using metric rulers.
	methods to conduct science	microscopes, cameras,	metric raiers			metric rulers.	collect information using metric rulers.
	inquiry. The student is expected to:	computers, hand lenses,					
	inquiry. The student is expected to:	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					
164	(4) Scientific investigation and	(A) collect, record, and	(vi) collect information	TX2_USSAN080102	Lab Equipment: Mechanics	The Animation shows how to collect	Q5-Q6-Q7-Q8 in the Enrichment
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSAN080102)	information using tools, including	Sheet assess students on their ability
	to use a variety of tools and	tools, including calculators,	metric rulers			meter sticks.	to collect information using meter
	methods to conduct science	microscopes, cameras,					sticks.
	inquiry. The student is expected to:	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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
165	(4) Scientific investigation and	(A) collect, record, and	(vi) collect information		Insect Traps (TX2_USSAN200105)	In the Lab Sheet, there is an	Q1 of the Lab Sheet asks students to
	reasoning. The student knows how	analyze information using	using tools, including	000/1200.00		investigation in which students use a	record their observations of the size
	to use a variety of tools and	tools, including calculators,	metric rulers			metric ruler to collect information.	of insects, which are taken with a
	methods to conduct science	microscopes, cameras,	ouie raioro				metric ruler (in mm).
	inquiry. The student is expected to:	computers, hand lenses,					metric raior (iii min).
	inquiry. The student is expected to.	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					
		as terranums and aquanums					
166	(4) Scientific investigation and	(A) collect, record, and	(vi) collect information	TX2 USSAN200108	Tools for Scientific Analysis: Tape	In the Lab Sheet, there is an	The Lab Sheet contains a question
100	reasoning. The student knows how	analyze information using	using tools, including	.AL_000AN4200100	Measures (TX2_USSAN200108)	investigation in which students use a	that assess the students' use of the
	to use a variety of tools and	tools, including calculators,	metric rulers			metric tape measure to collect	metric tape measure to collect
	methods to conduct science	microscopes, cameras,	ouie raioro			information.	information.
	inquiry. The student is expected to:	computers, hand lenses,				internation.	intermedien.
	inquiry. The student is expected to:	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					
167	(4) Scientific investigation and	(A) collect, record, and	(vii) collect	TX2_USSAN040104	How Liquid Thermometers Measure	The Animation shows students how to	Q1 and Q2 of the "After the
	reasoning. The student knows how	analyze information using	information using		Temperature (TX2_USSAN040104)	collect information using tools,	Animation" section of the Question-
	to use a variety of tools and	tools, including calculators,	tools, including Celsius			including Celsius thermometers.	Answer Sheet assess students' ability
	methods to conduct science	microscopes, cameras,	thermometers				to collect data using Celsius
	inquiry. The student is expected to:	computers, hand lenses,					thermometers.
		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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
168	(4) Scientific investigation and	(A) collect, record, and	(vii) collect	TX2_USSXP040201			In the Activity Object, students must
	reasoning. The student knows how	analyze information using	information using		(TX2_USSXP040201)	information using tools, including	provide responses with regard to the
	to use a variety of tools and	tools, including calculators,	tools, including Celsius		(,,	Celsius thermometers.	correct use of the thermometer.
	methods to conduct science	microscopes, cameras,	thermometers				These responses are assessed by
	inquiry. The student is expected to:	computers, hand lenses,	mormonotoro				the Activity Object software, which
	inquiry. The student is expected to.	metric rulers, Celsius					provides appropriate feedback as
		thermometers, prisms,					students work through the exercises.
		mirrors, pan balances, triple					students work through the exercises.
		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					
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169	(4) Scientific investigation and	(A) collect, record, and	(vii) collect	1X2_USSXP020202	Melting and Boiling Points: Heating		In the Activity Object, students must
	reasoning. The student knows how	analyze information using	information using		Curves (TX2_USSXP020202)	information using tools, including	provide responses with regard to the
	to use a variety of tools and	tools, including calculators,	tools, including Celsius			Celsius thermometers.	correct use of the thermometer.
	methods to conduct science	microscopes, cameras,	thermometers				These responses are assessed by
	inquiry. The student is expected to:	computers, hand lenses,					the Activity Object software, which
		metric rulers, Celsius					provides appropriate feedback as
		thermometers, prisms,					students work through the exercises.
		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					
170	(4) Scientific investigation and	(A) collect, record, and	(vii) collect	TY2 LISSANDADADA	How Liquid Thermometers Measure	In the Lab Sheet, students carry out	In the Lab Sheet, students are
170			information using	172_033AN040104			
	reasoning. The student knows how	analyze information using			Temperature (TX2_USSAN040104)	an investigation in which data is	assessed on their ability to make measurements with the thermometer.
	to use a variety of tools and	tools, including calculators,	tools, including Celsius			collected with the aid of a	measurements with the thermorneter.
	methods to conduct science	microscopes, cameras,	thermometers			thermometer.	
	inquiry. The student is expected to:	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					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
171	(4) Scientific investigation and	(A) collect, record, and	(viii) collect		Lab Equipment: Optics	The Animation shows students how to	
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN110101)	collect information using tools,	assesses students' ability to collect
	to use a variety of tools and	tools, including calculators,	tools, including prisms		(=_====,	including prisms.	information with tools, including
	methods to conduct science	microscopes, cameras,	те стор, птого стор до того стор				prisms.
	inquiry. The student is expected to:	computers, hand lenses,					phomo.
	inquiry. The student is expected to.	·					
		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					
172	(4) Scientific investigation and	(A) collect, record, and	(viii) collect	TX2_USSAN110101	Lab Equipment: Optics	The Enrichment Sheet involves an	The Enrichment Sheet asks students
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN110101)	activity in which a prism is used to	questions about how to collect
	to use a variety of tools and	tools, including calculators,	tools, including prisms			collect information.	information using tools, including
	methods to conduct science	microscopes, cameras,					prisms.
	inquiry. The student is expected to:	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					
		·					
173	(4) Scientific investigation and	(A) collect, record, and	(ix) collect information	TX2_USSAN110101	Lab Equipment: Optics	The Animation shows students how to	
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSAN110101)	collect information using tools,	Animation" section of the Question-
	to use a variety of tools and	tools, including calculators,	mirrors			including mirrors.	Answer Sheet assess student
	methods to conduct science	microscopes, cameras,					understanding of how to collect
	inquiry. The student is expected to:	computers, hand lenses,					information with the use of mirrors.
	·	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					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
174	(4) Scientific investigation and	(A) collect, record, and	(ix) collect information		Light Reflection: Solving Puzzles	In the Activity Object, students use	Q1 and Q2 of the "Doing the Activity
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSSM110304)	mirrors to reflect light and solve	Object" section of the Activity Sheet
	to use a variety of tools and	tools, including calculators,	mirrors		(,	puzzles.	ask students about collecting
	methods to conduct science	microscopes, cameras,				· · · · · · · · · · · · · · · · · · ·	information using mirrors.
	inquiry. The student is expected to:	computers, hand lenses,					internation doing mirrors.
	inquiry. The student is expected to:	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					
175	(4) Scientific investigation and	(A) collect, record, and	(x) collect information	TX2_USSSM200103	Measuring Mass and Weight	In the Activity Object, students collect	Q3 of the Assessment in the Activity
5	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSSM200103)	information using tools, including pan	Object asks students about how to
	to use a variety of tools and	tools, including calculators,	pan balances		(1742_0000111200100)	balances.	collect information using pan
	methods to conduct science	microscopes, cameras,	pan balances			and recor	balances.
	inquiry. The student is expected to:	computers, hand lenses,					Balarioos.
	inquiry. The student is expected to:	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					
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176	(4) Scientific investigation and	(A) collect, record, and	(x) collect information	TX2_USSSM200103	Measuring Mass and Weight		Q1 of the "Learner Journal" section of
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSSM200103)		the Activity Sheet asks students
	to use a variety of tools and	tools, including calculators,	pan balances				about how to collect information using
	methods to conduct science	microscopes, cameras,					pan balances.
	inquiry. The student is expected to:	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					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
177	(4) Scientific investigation and	(A) collect, record, and	(x) collect information		The Differences between Mass and	The Animation shows students how to	
	reasoning. The student knows how	analyze information using	using tools, including		Weight (TX2_USSAN080103)	collect information using tools,	students are asked to place two
	to use a variety of tools and	tools, including calculators,	pan balances			including pan balances.	different wooden blocks on a pan
	methods to conduct science	microscopes, cameras,					balance and record the results.
	inquiry. The student is expected to:	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					
		·					
178	(4) Scientific investigation and	(A) collect, record, and	(xi) collect information	TX2 LISSSM200103	Measuring Mass and Weight	In the Activity Object, students collect	Q2 of the Assessment in the Activity
170	reasoning. The student knows how	analyze information using	using tools, including	1X2_00001000100	(TX2_USSSM200103)		Object asks students about how to
	to use a variety of tools and	tools, including calculators,	triple beam balances		(,	beam balances.	collect information using triple beam
	methods to conduct science	microscopes, cameras,					balances.
	inquiry. The student is expected to:	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					
179	(4) Scientific investigation and	(A) collect, record, and	(xi) collect information	TX2_USSSM200103	Measuring Mass and Weight		Q1 of the "Learner Journal" section of
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSSM200103)		the Activity Sheet asks students
	to use a variety of tools and	tools, including calculators,	triple beam balances				about how to collect information using
	methods to conduct science inquiry. The student is expected to:	microscopes, cameras, computers, hand lenses,					triple beam balances.
	inquiry. The student is expected to.	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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
180	(4) Scientific investigation and	(A) collect, record, and	(xi) collect information		Measuring Mass and Weight	Learning Component Bescription	In Part 2 of the Activity Object,
100	reasoning. The student knows how	analyze information using	using tools, including	17.E_0000111200100	(TX2_USSSM200103)		students use a triple beam balance to
	to use a variety of tools and	tools, including calculators,	triple beam balances		(17/2_00001/1200100)		measure the weight of fruit. Values
	methods to conduct science	microscopes, cameras,	inple beam balances				are entered into a chart through
	inquiry. The student is expected to:	computers, hand lenses,					student responses. These responses
	inquiry. The student is expected to.						
		metric rulers, Celsius					are assessed by the Activity Object
		thermometers, prisms,					software, which provides appropriate
		mirrors, pan balances, triple					feedback as students work through
		beam balances, spring					the exercises.
		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					
181	(4) Scientific investigation and	(A) collect, record, and	(xi) collect information	TX2_USSAN080102	Lab Equipment: Mechanics	The Animation shows students how to	Q3 and Q4 of the Enrichment Sheet
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSAN080102)	collect information using tools,	ask students about how to collect
	to use a variety of tools and	tools, including calculators,	triple beam balances			including triple beam balances.	information using triple beam
	methods to conduct science	microscopes, cameras,					balances.
	inquiry. The student is expected to:	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					
		·					
182	(4) Scientific investigation and	(A) collect, record, and	(xii) collect information	TX2_USSSM200103	Measuring Mass and Weight	In the Activity Object, students collect	Q1 of the Assessment in the Activity
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSSM200103)	information using tools, including	Objects asks students about how to
	to use a variety of tools and	tools, including calculators,	spring scales		·	spring scales.	collect information using spring
	methods to conduct science	microscopes, cameras,	-			· ·	scales.
	inquiry. The student is expected to:	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					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ltomNumbor	Component	Learning Component Description	Assessment Component Description
183	(4) Scientific investigation and	(A) collect, record, and	(xii) collect information	ItemNumber TX2_USSSM200103	Component Measuring Mass and Weight	Learning Component Description	Q1 and Q2 of the "Reflections"
103	reasoning. The student knows how	analyze information using	using tools, including	1 AZ_0333IVIZ00103	(TX2_USSSM200103)		section in the Activity Sheet ask
	to use a variety of tools and	tools, including calculators,	spring scales		(1A2_0333W200103)		students about how to collect
			spring scales				
	methods to conduct science	microscopes, cameras,					information using spring scales.
	inquiry. The student is expected to:	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					
		•					
184	(4) Scientific investigation and	(A) collect, record, and	(xii) collect information	TX2_USSSM200103	Measuring Mass and Weight		In Part 2 of the Activity Object,
	reasoning. The student knows how	analyze information using	using tools, including		(TX2_USSSM200103)		students use a spring scale to
	to use a variety of tools and	tools, including calculators,	spring scales		, – ,		measure the weight of fruit. Values
	methods to conduct science	microscopes, cameras,	., 9				are entered into a chart through
	inquiry. The student is expected to:	computers, hand lenses,					student responses. These responses
		metric rulers, Celsius					are assessed by the Activity Object
		thermometers, prisms,					software, which provides appropriate
		mirrors, pan balances, triple					feedback as students work through
		beam balances, spring					the exercises.
		scales, graduated cylinders,					ine exercises.
		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					
185	(4) Scientific investigation and	(A) collect, record, and	(xii) collect information	TX2 USSANOR0103	The Differences between Mass and	The Animation shows collecting	Q5 in the "After the Animation"
100	reasoning. The student knows how	analyze information using	using tools, including	172_0007N000100	Weight (TX2_USSAN080103)	information using tools, including	section of the Question-Answer Sheet
	to use a variety of tools and	tools, including calculators,	spring scales		17.51g/11 (17.2_000714000100)	spring scales.	asks students about how to collect
	methods to conduct science	microscopes, cameras,	spirity scales			Spring scales.	information using spring scales.
	inquiry. The student is expected to:	computers, hand lenses,					inionnation using spring scales.
	inquiry. The student is expected to.	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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
186	(4) Scientific investigation and	(A) collect, record, and	(xiii) collect	TX2_USSSM030104		In the Activity Object, students collect	Q1 in the "Doing the Activity Object"
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM030104)	information using tools, including	section of the Activity Sheet asks
	to use a variety of tools and	tools, including calculators,	tools, including		(,	graduated cylinders.	students about how to collect
	methods to conduct science	microscopes, cameras,	graduated cylinders			g	information using graduated
	inquiry. The student is expected to:	computers, hand lenses,	graduated cylinders				cylinders.
	inquiry. The student is expected to.	metric rulers, Celsius					Cymiders.
		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					
		·					
187	(4) Scientific investigation and	(A) collect, record, and	(xiii) collect	TX2_USSAN190103	Competition in Ecosystems	In the Lab Sheet, students use	Q12 of the Lab Sheet assesses the
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN190103)	graduated cylinders as part of an	students' use of a graduated cylinder
	to use a variety of tools and	tools, including calculators,	tools, including		, – ,	investigation to collect information.	in the investigation.
	methods to conduct science	microscopes, cameras,	graduated cylinders			3	
	inquiry. The student is expected to:	computers, hand lenses,	g				
		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					
400	(4) Scientific investigation and	(A) collect record and	(viv) collect	TV0 HCCANAOO400	Competition in Eggs states	The Leb Cheet invelves as	The Leb Cheet corress the
188	(4) Scientific investigation and	(A) collect, record, and	(xiv) collect	1A2_USSAN190103	Competition in Ecosystems	The Lab Sheet involves an	The Lab Sheet assesses the
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN190103)	investigation in which information is	students' use of beakers during the
	to use a variety of tools and	tools, including calculators,	tools, including			collected with the use of beakers.	investigation.
	methods to conduct science	microscopes, cameras,	beakers				
	inquiry. The student is expected to:	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					
		as terramo ana aquanums					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
189	(4) Scientific investigation and	(A) collect, record, and	(xiv) collect	TX2_USSSM030104			In the Activity Object, students must
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM030104)	information using tools, including	provide responses with regard to
	to use a variety of tools and	tools, including calculators,	tools, including			beakers.	correct measurements made with the
	methods to conduct science	microscopes, cameras,	beakers				beakers. These responses are
	inquiry. The student is expected to:	computers, hand lenses,	boakero				assessed by the Activity Object
	inquiry. The student is expected to.	metric rulers, Celsius					software, which provides appropriate
		thermometers, prisms,					feedback as students work through
		mirrors, pan balances, triple					the exercises.
							the exercises.
		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					
400	(4) Cojontific investigation and	(A) collect record and	(viv) collect	TV0 HCCCMOF0404	Congration of Mixtures	In the Activity Object attributes a ""	In the Activity Object students soul
190	(4) Scientific investigation and	(A) collect, record, and	(xiv) collect	1 X2_USSSMU50101	Separation of Mixtures		In the Activity Object, students must
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM050101)	information using tools, including	provide responses with regard to
	to use a variety of tools and	tools, including calculators,	tools, including			beakers.	correct measurements made with the
	methods to conduct science	microscopes, cameras,	beakers				beakers. These responses are
	inquiry. The student is expected to:	computers, hand lenses,					assessed by the Activity Object
		metric rulers, Celsius					software, which provides appropriate
		thermometers, prisms,					feedback as students work through
		mirrors, pan balances, triple					the exercises.
		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					
191	(4) Scientific investigation and	(A) collect, record, and	(xiv) collect	TX2_USSAN200111	Water Test Kits	In the Lab Sheet, students use a	Q4 of the Lab Sheet assesses the
1	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN200111)	beaker during an investigation	use of the beaker during an
	to use a variety of tools and	tools, including calculators,	tools, including		· - /	involving the measurement of the pH	investigation involving the
	methods to conduct science	microscopes, cameras,	beakers			of water samples.	measurement of the pH of water
	inquiry. The student is expected to:	computers, hand lenses,					samples.
	, ,	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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
192	(4) Scientific investigation and	(A) collect, record, and	(xiv) collect		Tools For Scientific Analysis: Tape	In the Lab Sheet, students use	The Lab Sheet assesses the
	reasoning. The student knows how	analyze information using	information using		Measures (TX2_USSAN200108)	beakers to collect information during	students' use of beakers during the
	to use a variety of tools and	tools, including calculators,	tools, including		,	an investigation.	investigation.
	methods to conduct science	microscopes, cameras,	beakers				
	inquiry. The student is expected to:	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					
400	(4) Scientific investigation and	(A) collect record and	(vv) collect	TV0 HCCVD000004	Molting and Pailing Deleter Different	In the Activity Object students	In the Activity Check students as and
193	(4) Scientific investigation and	(A) collect, record, and	(xv) collect information using	TX2_USSXP020201	Melting and Boiling Points: Different Materials, Different Amounts	In the Activity Object, students use appropriate tools to collect	In the Activity Sheet, students record data on melting and boiling points that
	reasoning. The student knows how to use a variety of tools and	analyze information using tools, including calculators,	tools, including hot		(TX2_USSXP020201)	information, including hot plates.	are collected with the aid of a hotplate
	methods to conduct science	microscopes, cameras,	plates		(1X2_USSXPU2U2U1)	information, including not plates.	during the interaction in the Activity
	inquiry. The student is expected to:	computers, hand lenses,	piates				Object.
	inquiry. The student is expected to:	metric rulers, Celsius					Object.
		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					
194	(4) Scientific investigation and	(A) collect, record, and	(xv) collect	TX2_USSAN040104	How Liquid Thermometers Measure	In the Lab Sheet, students carry out	In the Lab Sheet, students are
134	reasoning. The student knows how	analyze information using	information using	172_0007N040104	Temperature (TX2_USSAN040104)	an investigation in which data is	assessed on their use of a hot plate,
	to use a variety of tools and	tools, including calculators,	tools, including hot		poididio (172_000/11040104)	gathered with the aid of a hot plate.	as well as the data collected with the
	methods to conduct science	microscopes, cameras,	plates			ganotes with the did of a flot plate.	use of a hot plate.
	inquiry. The student is expected to:	computers, hand lenses,	F.0000				
	,, I I I I I I I I I I I I I I	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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
195	(4) Scientific investigation and	(A) collect, record, and	(xvi) collect		Lab Equipment: Mechanics	The Animation shows how to collect	Q5-Q6-Q7-Q8 of the Enrichment
100	reasoning. The student knows how	analyze information using	information using	17.12_0007111000102	(TX2_USSAN080102)	information using tools, including	Sheet ask students about collecting
	to use a variety of tools and	tools, including calculators,	tools, including meter		(17/2_0007(1000102)	meter sticks.	information using meter sticks.
	methods to conduct science	microscopes, cameras,	sticks			motor dione.	Internation doing meter bloke.
	inquiry. The student is expected to:	computers, hand lenses,	Sticks				
	inquiry. The student is expected to.	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					
196	(4) Scientific investigation and	(A) collect, record, and	(xvi) collect	TX2 LISSANIARATA	Lab Equipment: Mechanics	The Animation shows how to collect	Q5-Q6-Q7-Q8 in the Enrichment
190	reasoning. The student knows how	analyze information using	information using	172_033AN000102	(TX2_USSAN080102)	information using tools, including	Sheet assess students on their ability
	to use a variety of tools and	tools, including calculators,	tools, including meter		(17.2_000/14000102)	meter sticks.	to collect information using meter
	methods to conduct science	microscopes, cameras,	sticks			meter sticks.	sticks.
	inquiry. The student is expected to:	computers, hand lenses,	Sticks				Sticks.
	inquiry. The student is expected to:	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					
		273414110					
197	(4) Scientific investigation and	(A) collect, record, and	(xvii) collect	TX2_USSAN070101	Lab Equipment: Electronics	The Animation shows students how to	Q1-Q2-Q9 in the Enrichment Sheet
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN070101)	collect information using tools,	as students about collecting
	to use a variety of tools and	tools, including calculators,	tools, including			including magnets.	information with magnets.
	methods to conduct science	microscopes, cameras,	magnets				
	inquiry. The student is expected to:	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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItomNumbor	Component	Learning Component Description	Assessment Component Description
198	(4) Scientific investigation and	(A) collect, record, and	(xvii) collect	ItemNumber	Component Lab Equipment: Electronics	Learning Component Description	Assessment Component Description Q5 and Q7 of the "After the
190		analyze information using	information using	172_033AN070101	(TX2_USSAN070101)		Animation" section in the Question-
	reasoning. The student knows how				(1X2_055AN070101)		
	to use a variety of tools and	tools, including calculators,	tools, including				Answer Sheet assess students on
	methods to conduct science	microscopes, cameras,	magnets				their understanding of how to collect
	inquiry. The student is expected to:	computers, hand lenses,					information using magnets.
		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					
		ao torranamo ana aquanamo					
199	(4) Scientific investigation and	(A) collect, record, and	(xviii) collect	TX2 LISSANI200402	Collecting Nets (TX2_USSAN200103)	The Animation shows students how to	In the Question-Answer Sheet
199	reasoning. The student knows how	analyze information using	information using	172_000MN200100	Concounty Meta (TAZ_033AM200103)	collect information using tools,	students are asked questions that
	to use a variety of tools and	tools, including calculators,	tools, including			including various types of collecting	assess their understanding of
	methods to conduct science	microscopes, cameras,	collecting nets			nets.	collecting information with different
	inquiry. The student is expected to:	computers, hand lenses,					types of collecting nets.
		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					
200	(4) Scientific investigation and	(A) collect, record, and	(xviii) collect	TX2_USSAN200103	Collecting Nets (TX2_USSAN200103)	The Lab Sheet involves an	In the Lab Sheet, students are
	reasoning. The student knows how	analyze information using	information using	_	] ,	investigation that utilizes collecting	assessed on their use of different
	to use a variety of tools and	tools, including calculators,	tools, including			nets.	types of collecting nets, as well as the
	methods to conduct science	microscopes, cameras,	collecting nets				data that they collected while using
	inquiry. The student is expected to:	computers, hand lenses,	concounty riots				the nets.
	quiry. The olddon is expected to.	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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
201	(4) Scientific investigation and	(A) collect, record, and	(xix) collect		How Liquid Thermometers Measure		In the Lab Sheet, students are
	reasoning. The student knows how	analyze information using	information using		Temperature (TX2_USSAN040104)	an investigation in which data is	assessed on their use of the clock, as
	to use a variety of tools and	tools, including calculators,	tools, including timing			gathered with the aid of a clock.	well as the data collected with it.
	methods to conduct science	microscopes, cameras,	devices, including				
	inquiry. The student is expected to:	computers, hand lenses,	clocks				
		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					
202	(4) Scientific investigation and	(A) collect, record, and	(xx) collect	TV2 HQCCM460407	Homeostasis (TX2 USSSM160107)	The Activity Object demonstrates have	In Part 2 of the Activity Object
202	<ul><li>(4) Scientific investigation and reasoning. The student knows how</li></ul>	(A) collect, record, and analyze information using	information using	1777 1777		The Activity Object demonstrates how to collect information by using	students record in a table the number
	to use a variety of tools and	tools, including calculators,	tools, including timing			stopwatches.	of contractions that occur per unit
	methods to conduct science	microscopes, cameras,	devices, including			Stopwatches.	time, with the aid of a stopwatch.
	inquiry. The student is expected to:	computers, hand lenses,	stopwatches				Students provide responses to gauge
	inquiry. The student is expected to:	metric rulers, Celsius	Stopwatorics				the correct use of the watch to collect
		thermometers, prisms,					data. These student responses are
		mirrors, pan balances, triple					assessed by the Activity Object
		beam balances, spring					software, which provides appropriate
		scales, graduated cylinders,					feedback as students work through
		beakers, hot plates, meter					the exercises.
		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					
203	(4) Scientific investigation and	(A) collect, record, and	(xx) collect	TY2 LISSANIARAZA	Calculating Average Speed	The Animation shows how to collect	The Question-Answer Sheet asks
203	reasoning. The student knows how	analyze information using	information using	172_033AN000202	(TX2 USSAN080202)	information using tools, including	students questions about the
	to use a variety of tools and	tools, including calculators,	tools, including timing		(17/2_030/14000202)	stopwatches.	collection of data with a stopwatch.
	methods to conduct science	microscopes, cameras,	devices, including			otopwatorios.	osilotion of data with a stopwatch.
	inquiry. The student is expected to:	computers, hand lenses,	stopwatches				
		metric rulers, Celsius	opa.ooo				
		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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
204	(4) Scientific investigation and	(A) collect, record, and	(xxi) record		Computers and Calculators	The Animation teaches students how	The Question-Answer Sheet asks a
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN200120)	to record information with calculators.	question about the function of
	to use a variety of tools and	tools, including calculators,	tools, including		,		calculators in scientific investigations.
	methods to conduct science	microscopes, cameras,	calculators				Ĭ
	inquiry. The student is expected to:	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					
205	(4) Cojontifio investigation and	(A) collect record and	(wi) roogra	TV0 LICCANIONATO	Computers and Coloulaters	Investigation Cheet 4 to set a	Investigation Check 4
205	(4) Scientific investigation and reasoning. The student knows how	<ul><li>(A) collect, record, and analyze information using</li></ul>	(xxi) record information using	1 X2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students about recording information	Investigation Sheet 1 assesses students' ability to record information
	to use a variety of tools and	tools, including calculators,	tools, including		(1X2_USSAN200120)	with a calculator.	with a calculator.
	methods to conduct science	microscopes, cameras,	calculators			with a calculator.	with a calculator.
	inquiry. The student is expected to:	computers, hand lenses,	Calculators				
	inquiry. The student is expected to:	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					
206	(4) Scientific investigation and	(A) collect, record, and	(xxi) record	TX2 LISSAN200120	Computers and Calculators	Investigation Sheet 2 teaches	Investigation Sheet 2 assesses
200	reasoning. The student knows how	analyze information using	information using	172_000MN200120	(TX2_USSAN200120)	students about recording information	students' ability to record information
	to use a variety of tools and	tools, including calculators,	tools, including		(17.2_000/14200120)	with a calculator.	with a calculator.
	methods to conduct science	microscopes, cameras,	calculators			a balloulator.	a balbalator.
	inquiry. The student is expected to:	computers, hand lenses,	-3.00.0.0.0				
	1	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					
					l		

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
207							
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	(xxi) record information using tools, including calculators	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	(TX2_USSAN200117)	The Animation shows students how to record information using tools, including cameras.	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, striple 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.

#	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		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.

#	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		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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
216	(4) Scientific investigation and	(A) collect, record, and	(xxiv) record	TX2_USSSM130201		In the Activity Object, students record	In the Activity Object, students record
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	(XXIV) record information using tools, including notebooks	1X2_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.
		stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums					
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		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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
219	(4) Scientific investigation and	(A) collect, record, and	(xxvi) analyze		Computers and Calculators	The Animation teaches students to	The Question-Answer Sheet asks a
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN200120)	analyze information with calculators.	question about the function of
	to use a variety of tools and	tools, including calculators,	tools, including		(,		calculators to analyze information
	methods to conduct science	microscopes, cameras,	calculators				during scientific investigations.
	inquiry. The student is expected to:	computers, hand lenses,					g
	. ,	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					
220	(4) Scientific investigation and	(A) collect, record, and	(wwi) onchao	TV2 LICCANI200400	Computers and Calculators	Investigation Sheet 1 teaches	Investigation Chapt 1 access =
220	reasoning. The student knows how	analyze information using	(xxvi) analyze information using	1X2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	students about analyzing information	Investigation Sheet 1 assesses students' ability to analyze information
	to use a variety of tools and	tools, including calculators,	tools, including		(17/2_030/14/2001/20)	with a calculator.	with a calculator.
	methods to conduct science	microscopes, cameras,	calculators			Will a calculator.	with a calculator.
	inquiry. The student is expected to:	computers, hand lenses,	calculators				
	inquiry. The student is expected to:	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					
221	(4) Scientific investigation and	(A) collect, record, and	(xxvi) analyze	TX2 USSAN200120	Computers and Calculators	Investigation Sheet 2 teaches	Investigation Sheet 2 assesses
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN200120)	students about analyzing information	students' ability to analyze information
	to use a variety of tools and	tools, including calculators,	tools, including		,	with a calculator.	with a calculator.
	methods to conduct science	microscopes, cameras,	calculators				
	inquiry. The student is expected to:	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					
				•		•	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
222	(4) Scientific investigation and	(A) collect, record, and	(xxvi) analyze	TX2_USSSM030104		In the Activity Object, students	The Question-Answer Sheet asks
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM030104)	analyze information by using	students a question about the use of
	to use a variety of tools and	tools, including calculators,	tools, including		,	calculators.	calculators to analyze information.
	methods to conduct science	microscopes, cameras,	calculators				
	inquiry. The student is expected to:	computers, hand lenses,	calculators				
	inquiry. The student is expected to:	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					
		·					
223	(4) Scientific investigation and	(A) collect, record, and	(xxvii) analyze	TX2_USSSM160101	Exploring Cells with a Microscope	In the Activity Object, students	The correct use of the microscope to
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM160101)	analyze information using tools,	analyze information is assessed by
	to use a variety of tools and	tools, including calculators,	tools, including			including microscopes.	the system, and appropriate
	methods to conduct science	microscopes, cameras,	microscopes				feedbacks are given.
	inquiry. The student is expected to:	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					
		as terranums and aquanums					
224	(4) Scientific investigation and	(A) collect, record, and	(xxvii) analyze	TX2_USSSM160101	Exploring Cells with a Microscope	The Lab Sheet contains	The Lab Sheet assesses the use of a
	reasoning. The student knows how	analyze information using	information using	_	(TX2_USSSM160101)	investigations that require the	microscope to analyze information.
	to use a variety of tools and	tools, including calculators,	tools, including		[	analysis of information with a	, , , , ,
	methods to conduct science	microscopes, cameras,	microscopes			microscope	
	inquiry. The student is expected to:	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					

#	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		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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
228	(4) Scientific investigation and	(A) collect, record, and	(xxviii) analyze		Stereoscopes (TX2_USSAN200119)	The Lab Sheet contains an activity in	The Lab Sheet includes questions
	reasoning. The student knows how	analyze information using	information using	17/2_0007/11/200110	0.01000000000 (17.2_0007.11200110)	which a digital camera is used.	that require the analysis of information
	to use a variety of tools and	tools, including calculators,	tools, including			Images obtained with the camera are	obtained through the use of digital
	methods to conduct science	microscopes, cameras,	cameras			then analyzed.	cameras.
	inquiry. The student is expected to:	computers, hand lenses,	Carrieras			then analyzed.	Cameras.
	inquiry. The student is expected to.						
		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					
229	(4) Scientific investigation and	(A) collect, record, and	(xxix) analyze	TX2 LISSANDON120	Computers and Calculators	The Animation teaches students how	The Question-Answer Sheet asks a
229	reasoning. The student knows how	analyze information using	information using	1X2_033XN200120	(TX2_USSAN200120)	to analyze information with	question for which students must
	to use a variety of tools and	tools, including calculators,	tools, including		(172_000/114200120)	computers.	know that computers are used to
	methods to conduct science	microscopes, cameras,	computers			computers.	analyze scientific information.
	inquiry. The student is expected to:	computers, hand lenses,	computers				analyze scientilic information.
	inquiry. The student is expected to:	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					
230	(4) Scientific investigation and	(A) collect, record, and	(xxix) analyze	TX2_USSAN200120	Computers and Calculators	Investigation Sheet 1 teaches	Investigation Sheet 1 assesses
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN200120)	students about analyzing information	students' ability to analyze information
	to use a variety of tools and	tools, including calculators,	tools, including			with a computer.	with a computer.
	methods to conduct science	microscopes, cameras,	computers				
	inquiry. The student is expected to:	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					

#	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		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, striple 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, 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.

#	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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
237	(4) Scientific investigation and	(A) collect, record, and	(xxxi) analyze		Lab Equipment: Mechanics	The Animation shows students how to	
201	reasoning. The student knows how	analyze information using	information using	1712_0007111000102	(TX2_USSAN080102)	analyze information using tools,	students to use metric rulers to
	to use a variety of tools and	tools, including calculators,	tools, including metric		(17/2_0007111000102)	including metric rulers.	analyze information.
	methods to conduct science	microscopes, cameras,	rulers			including mound raidro.	analy20 illionnation.
	inquiry. The student is expected to:	computers, hand lenses,	Tulers				
	inquiry. The student is expected to.	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					
		,					
238	(4) Scientific investigation and	(A) collect, record, and	(xxxi) analyze	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	The Lab Sheet includes an	Q1 of the Lab Sheet asks students to
	reasoning. The student knows how	analyze information using	information using			investigation in which students use a	record the size of insects (in mm)
	to use a variety of tools and	tools, including calculators,	tools, including metric			metric ruler to analyze information.	with a metric ruler. Students then
	methods to conduct science	microscopes, cameras,	rulers				analyze this data to make
	inquiry. The student is expected to:	computers, hand lenses,					conclusions.
		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					
239	(4) Scientific investigation and	(A) collect, record, and	(xxxii) analyze	TX2_USSXP040201		In the Activity Object, students	In the Lab Sheet, students use a
	reasoning. The student knows how	analyze information using	information using		(TX2_USSXP040201)	analyze information using tools,	Celsius thermometer (temperature
	to use a variety of tools and	tools, including calculators,	tools, including Celsius			including Celsius thermometers.	probe) in an investigation. Data is
	methods to conduct science	microscopes, cameras,	thermometers				recorded in a table and then several
	inquiry. The student is expected to:	computers, hand lenses,					questions that involve student
		metric rulers, Celsius					analysis of the data are asked.
		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					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
240	(4) Scientific investigation and	(A) collect, record, and	(xxxii) analyze		Melting and Boiling Points: Heating	In the Activity Object, students	In Part 2 of the Activity Object,
210	reasoning. The student knows how	analyze information using	information using	1712_000711 020202	Curves (TX2_USSXP020202)	analyze information using tools,	students use a digital thermometer to
	to use a variety of tools and	tools, including calculators,	tools, including Celsius		Cuivos (1742_00074 020202)	including Celsius thermometers.	measure the melting and boiling
	methods to conduct science	microscopes, cameras,	thermometers			Incidentify Colores thermometers.	points of substances. The data is
	inquiry. The student is expected to:	computers, hand lenses,	thermometers				used to create a graph, which is
	inquiry. The student is expected to.	·					
		metric rulers, Celsius					analyzed in order to answer
		thermometers, prisms,					questions.
		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					
241	(4) Scientific investigation and	(A) collect, record, and	(xxxii) analyze	TY2 LICCANIDADADA	How Liquid Thermometers Measure	The Animation shows how to analyze	In the Question-Answer Sheet,
241	reasoning. The student knows how	analyze information using	information using	172_033AN040104	Temperature (TX2_USSAN040104)	information using tools, including	students are assessed on their ability
	to use a variety of tools and	tools, including calculators,	tools, including Celsius		Tomperature (TAZ_033AN040104)	Celsius thermometers.	to analyze data with a Celsius
	methods to conduct science	microscopes, cameras,	thermometers			Ceisius triermometers.	thermometer.
	inquiry. The student is expected to:	computers, hand lenses,	thermometers				thermometer.
	inquiry. The student is expected to.	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					
		as torranamo ana aquanumo					
242	(4) Scientific investigation and	(A) collect, record, and	(xxxiii) analyze	TX2_USSSM010502	Atomic Model History: From	The Lab Sheet involves an activity in	The Lab Sheet asks a question
	reasoning. The student knows how	analyze information using	information using		Rutherford to Bohr	which light is analyzed with a prism.	involving students' analysis of the light
	to use a variety of tools and	tools, including calculators,	tools, including prisms		(TX2_USSSM010502)		patterns produced by the prism.
	methods to conduct science	microscopes, cameras,	<del>-</del> :				
	inquiry. The student is expected to:	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					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
243	(4) Scientific investigation and	(A) collect, record, and	(xxxiii) analyze		Lab Equipment: Optics	The Animation shows students how to	
210	reasoning. The student knows how	analyze information using	information using	17.2_0007.11110101	(TX2_USSAN110101)	analyze information using tools,	students a question for which they
	to use a variety of tools and	tools, including calculators,	tools, including prisms		(17/2_000741110101)	including prisms.	must understand the use of a prism to
	methods to conduct science	microscopes, cameras,	toolo, including priome			including phonic.	analyze information.
	inquiry. The student is expected to:	computers, hand lenses,					analyze information.
	inquiry. The student is expected to.						
		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					
244	(4) Scientific investigation and	(A) collect, record, and	(xxxiii) analyze	TX2 USSAN110101	Lab Equipment: Optics	The Lab Sheet teaches students	Q6 and Q7 of the Enrichment Sheet
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN110101)	about using prisms to analyze data.	ask students about analyzing
	to use a variety of tools and	tools, including calculators,	tools, including prisms		(,		information with the use of a prism.
	methods to conduct science	microscopes, cameras,	g p				
	inquiry. The student is expected to:	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					
245	(4) Scientific investigation and	(A) collect, record, and	(xxxiv) analyze	TY2 HSSYP110301	Reflection of Light from Plane Mirrors	In the Activity Object, students	In the Activity Sheet, students are
243	reasoning. The student knows how	analyze information using	information using	1/2_000/1 110001	(TX2 USSXP110301)	analyze the reflection of light from a	asked to record the angles of
	to use a variety of tools and	tools, including calculators,	tools, including mirrors		(172_000X1 110001)	mirror.	incidence and reflection from a mirror
	methods to conduct science	microscopes, cameras,	tools, moldaling militors				in a data table, and then analyze the
	inquiry. The student is expected to:	computers, hand lenses,					data.
	inquity. The student is expected to.	metric rulers, Celsius					data.
		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					
		•					

#	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, 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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
249	(4) Scientific investigation and	(A) collect, record, and	(xxxv) analyze		The Differences between Mass and	The Animation shows students how to	
	reasoning. The student knows how	analyze information using	information using		Weight (TX2_USSAN080103)	analyze information using tools,	students are assessed on their ability
	to use a variety of tools and	tools, including calculators,	tools, including pan		3 (,	including pan balances.	to analyze data obtained with a pan
	methods to conduct science	microscopes, cameras,	balances				balance.
	inquiry. The student is expected to:	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					
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250	(4) Scientific investigation and	(A) collect, record, and	(xxxvi) analyze	1X2_USSSM200103	Measuring Mass and Weight	In the Activity Object, students	In the Activity Object, students
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM200103)	analyze information using tools,	measure pieces of fruit with a triple
	to use a variety of tools and	tools, including calculators,	tools, including triple			including triple beam balances.	beam balance. Measurements are
	methods to conduct science	microscopes, cameras,	beam balances				made on Earth, and on the moon.
	inquiry. The student is expected to:	computers, hand lenses, metric rulers, Celsius					Values are entered in a chart through student responses, which are
		thermometers, prisms,					assessed by the Activity Object
		mirrors, pan balances, triple					software, which provides appropriate
		beam balances, spring					feedback as students work through
		scales, graduated cylinders,					the exercises.
		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					
65.1	(A) Octobrication of the	(A) as Heat as	(	TV0 110001100011	Manager Manager 1997		La than Anthritis Ohani da La ta
251	(4) Scientific investigation and	(A) collect, record, and	(xxxvi) analyze	1X2_USSSM200103	Measuring Mass and Weight		In the Activity Sheet, students must
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM200103)		analyze the values in the chart that
	to use a variety of tools and	tools, including calculators,	tools, including triple				they constructed during the Activity
	methods to conduct science	microscopes, cameras,	beam balances				Object in order to answer questions
	inquiry. The student is expected to:	computers, hand lenses,					about the data obtained with the triple beam balance.
		metric rulers, Celsius thermometers, prisms,					Deam Dalance.
		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					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
252	(4) Scientific investigation and	(A) collect, record, and	(xxxvi) analyze		Lab Equipment: Mechanics	The Animation shows students how to	
202	reasoning. The student knows how	analyze information using	information using	17.2_0007114000102	(TX2_USSAN080102)	analyze information using tools,	students are assessed on their ability
	to use a variety of tools and	tools, including calculators,	tools, including triple		(17/2_000/11/000102)	including triple beam balances.	to analyze data obtained with a triple
	methods to conduct science		beam balances			linciduling triple bearn balances.	beam balance.
		microscopes, cameras,	beam balances				beam balance.
	inquiry. The student is expected to:	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					
		•					
253	(4) Scientific investigation and	(A) collect, record, and	(xxxvii) analyze	TX2_USSSM200103	Measuring Mass and Weight	In the Activity Object, students	In the Activity Object, students
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM200103)	analyze information using tools,	measure pieces of fruit with a spring
	to use a variety of tools and	tools, including calculators,	tools, including spring			including spring scales.	scale. Measurements are made on
	methods to conduct science	microscopes, cameras,	scales				Earth, and on the moon. Values are
	inquiry. The student is expected to:	computers, hand lenses,					entered in a chart through student
		metric rulers, Celsius					responses, which are assessed by
		thermometers, prisms,					the Activity Object software, which
		mirrors, pan balances, triple					provides appropriate feedback as
		beam balances, spring					students work through the exercises.
		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					
		ao tonanamo ana aquanamo					
254	(4) Scientific investigation and	(A) collect, record, and	(xxxvii) analyze	TX2_USSSM200103	Measuring Mass and Weight		In the Activity Sheet, students must
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM200103)		analyze the values in the chart that
	to use a variety of tools and	tools, including calculators,	tools, including spring		, – ,		they constructed during the Activity
	methods to conduct science	microscopes, cameras,	scales				Object in order to answer questions
	inquiry. The student is expected to:	computers, hand lenses,					about the data obtained with the
	, ,	metric rulers, Celsius					spring scale.
		thermometers, prisms,					J
		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					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
255	(4) Scientific investigation and	(A) collect, record, and	(xxxvii) analyze	1X2_USSAN080103	The Differences between Mass and		In the Question-Answer Sheet,
	reasoning. The student knows how	analyze information using	information using		Weight (TX2_USSAN080103)	analyze information using tools,	students are assessed on their ability
	to use a variety of tools and	tools, including calculators,	tools, including spring			including spring scales.	to analyze data obtained with a spring
	methods to conduct science	microscopes, cameras,	scales				scale.
	inquiry. The student is expected to:	computers, hand lenses,					
	inquiry. The stadent is expected to:	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					
256	(4) Scientific investigation and	(A) collect, record, and	(xxxviii) analyze	TX2_USSSM030104		In the Activity Object, students	In Section 1 of the Activity Object,
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM030104)	analyze information using tools,	students measure the volume of
	to use a variety of tools and	tools, including calculators,	tools, including			including graduated cylinders.	unknown substances with a
	methods to conduct science	microscopes, cameras,	graduated cylinders			,	graduated cylinder and provide
	inquiry. The student is expected to:	computers, hand lenses,	g				responses in order to record the data
	inquiry. The elucent is expected to:	metric rulers, Celsius					in a table. This and other data
		thermometers, prisms,					entered in the table is then analyzed
		mirrors, pan balances, triple					by the students, and the identities of
		beam balances, spring					the unknown substances are
		scales, graduated cylinders,					eventually determined. Throughout
		beakers, hot plates, meter					the exercises, student responses are
		sticks, magnets, collecting					assessed by the Activity Object
		nets, and notebooks; timing					software, which provides appropriate
		devices, including clocks and					feedback as students work through
		stopwatches; and materials					the exercises.
		to support observations of					
		habitats or organisms such					
		9					
		as terrariums and aquariums					
257	(4) Scientific investigation and	(A) collect, record, and	(xxxviii) analyze	TX2 USSAN190103	Competition in Ecosystems	In the Lab Sheet, students use	The Lab Sheet assesses students on
201	reasoning. The student knows how	analyze information using	information using	./L_000/11100100	(TX2 USSAN190103)	graduated cylinders as part of an	their analysis of data obtained
	•		0		(1X2_033A11190103)		
	to use a variety of tools and	tools, including calculators,	tools, including			investigation to analyze information.	through the use of graduated
	methods to conduct science	microscopes, cameras,	graduated cylinders				cylinders.
	inquiry. The student is expected to:	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					
						1	1

#	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		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_USSAN2001111	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.

#	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.

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

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
267	(4) Scientific investigation and	(A) collect, record, and	(xlii) analyze		Magnetic Field of a Magnet		In the Activity Sheet, students record
	reasoning. The student knows how	analyze information using	information using		(TX2_USSXP080401)		observations from their investigations
	to use a variety of tools and	tools, including calculators,	tools, including		,		in Section 2 of the Activity Object.
	methods to conduct science	microscopes, cameras,	magnets				Students are then asked to analyze
	inquiry. The student is expected to:	computers, hand lenses,	magnets				the data in order to answer questions.
	inquiry. The student is expected to.						the data in order to answer questions.
		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					
268	(4) Scientific investigation and	(A) collect, record, and	(xlii) analyze	TX2_USSAN070101	Lab Equipment: Electronics	The Animation shows students how to	In the Question-Answer Sheet,
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN070101)	analyze information using tools,	students are assessed on their ability
	to use a variety of tools and	tools, including calculators,	tools, including		,	including magnets.	to analyze data obtained with
	methods to conduct science	microscopes, cameras,	magnets			3 13 11	magnets.
	inquiry. The student is expected to:	computers, hand lenses,					
	inquiry. The student is expected to:	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					
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269	(4) Scientific investigation and	(A) collect, record, and	(xlii) analyze	TX2_USSXP080407		In the Activity Object, students	Q1-Q3-Q4 of the Assessment in the
	reasoning. The student knows how	analyze information using	information using		(TX2_USSXP080407)	analyze the behavior of magnets.	Activity Object assess students
	to use a variety of tools and	tools, including calculators,	tools, including				analysis of the information obtained
	methods to conduct science	microscopes, cameras,	magnets				with the magnets during the
	inquiry. The student is expected to:	computers, hand lenses,					interaction in the Activity Object.
		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					
		as terraniums and aquanums					
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(4) Scientific investigation and reasoning. The student know how to use a variety of botok and methods to conduct soence inquiry. The student is expected to:  (4) Scientific investigation and reasoning. The student know how to use a variety of botok and methods to conduct soence inquiry. The student is expected to:  (4) Scientific investigation and reasoning. The student know how to use a variety of botok and stoywaches, and analyze information using took, including various types of collecting nets.  (4) Scientific investigation and reasoning. The student know how tous each variety of botok and stoywaches, and analyze information using collecting nets.  (4) Scientific investigation and reasoning. The student know how tous each variety of botok and stoywaches, and neterose, finding nets, and nousbooks; triming devices, including placks and stoywaches, and materials to support observations of habitats or organisms such as terrations and aquariums.  (4) Scientific investigation and reasoning. The student know how tous to available to conduct spience inquiry. The student is expected to:  (4) Scientific investigation and reasoning. The student know how tous to available to conduct spience inquiry. The student is expected to:  (5) Scientific investigation and reasoning. The student know how tous a variety of botok and stoywaches, and reasoning nets, and nousbooks; triming devices, including placks and stoywaches, and reasoning nets, and nousbooks; triming devices, including placks and stoywaches, and reasoning nets, and nousbooks; triming devices, including clacks, and stoywaches, and reasoning nets, and nousbooks infining advalates, information using took, including clacks, and store in formation using tooks, including clacks, and the nousbook in the properties of the state	#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
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nets, and notebooks, trining devices, including docks and stoywatches, and materials to support observations of his provided process. The subdent knows how methods to conduct science inquiry. The student is expected to:    A collect, record, and analyze information using microscopes, cameras, mortive flows, and interesting the student is expected to:    A collect, record, and analyze information using microscopes, cameras, mortive flows, and interesting the student is expected to:    A collect, record, and analyze information using microscopes, cameras, mortive flows, including docks and stoywatches, and materials habitates or organisms such as terms that require students to analyze information using tools. Including docks and stoywatches, and materials habitates or organisms such as terms that require students to analyze information using tools. Including docks, including docks and stoywatches, and materials habitates or organisms such as terms that require students to analyze information using tools. Including docks, including docks, including docks, including and devices, reclaining docks and stoywatches, and materials habitates or organisms such as terms and aquariums.   A collect record, and association and asteriams and aquariums and apparatums and apparatums.   A collect record, and asteriams and apparatums and apparatums.   A collect record, and asteriams and apparatums and apparatums.   A collect record, and asteriams and apparatums and apparatums.   A collect record, and asteriams and apparatums.   A collect record, and apparatument and apparatums.   A collect record, and asteriams and apparatums.   A collect record, and asteriams and apparatums.   A collect record, and asteriams and apparatums.   A collect								
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277   (4) Scientific investigation and reasoning. The student knows how to use a variety of tools and sembods to conduct science inquiry. The student is expected for mirrors, pan beliances, spring scales, graduated orflines, hot plates, meter slicks, magnets, collecting obes, including activations and reasoning. The student knows how to use a variety of tools and stopwardness and materials to support observations of habitate or organisms such as terrariums and aquartums are reasoning. The student is expected to:    A) collect, record, and enablosis, including adiculators, including different collecting ness used to collect fauna.   The Lab Sheet shows students how to analyze information using tools, including adiculators, including different collecting ness to collect fauna.   The Lab Sheet requires students how to analyze information using tools, including adiculators, metric places, and not possible in the plant of the plant in the plant in the plant of the plant of the plant in the plant of the plan								
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to use a variety of tools and methods to conduct science inquiry. The student is expected to impulsive themsometers, prisms, mirrors, pan balances, striple beam balances, spring scales, graduated of yinders, beakers, hot plates, meter sticks, magnets, collecting and stopwartches; and materials to support observations of habitats or organisms such as the minimal problems, making the plate of t	271				TX2_USSAN200103	Collecting Nets (TX2_USSAN200103)		
methods to conduct science inquiry. The student is expected to:  Important to the information they collected during their investigations.  Important to the information they collected during their investigations.  Important to the information they collected during their investigations.  Important to the information they collected during their investigations.  Important to the information they collected during their investigations.  In the Lab Sheet, students must use analyze the record observations of habitats or organisms such as terrariums and aquariums.  In the Lab Sheet, students must use analyze the record observations to also notebooks. The Lab Sheet requires data be kept in a lab notebook. The Lab Sheet requires data be kept in a lab notebook. The Lab Sheet record observations to make conclusions.  In the Lab Sheet, students must use analyze the record observations of absorations, and then analyze the recorded observations to make conclusions.  In the Lab Sheet, students must use analyze the recorded observations of absorations and propulars, 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								
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metric rulers, Celsius themmoneters, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, be bakers, hot plates, meter sticks, magnets, collecting nets, and notebooks(seming devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums of use a variety of tools and methods to conduct science inquiry. The student is expected to:  (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, meltir rulers, Celsius themmoneters, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter slicks, magnets, collecting nets, and notebooks (mirring devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such		methods to conduct science	microscopes, cameras,	notebooks				information. During the interactions,
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  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 eliness, metir culters, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; trining devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such		inquiry. The student is expected to:	computers, hand lenses,					
mitrors, 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.  TX2_USSAN040104  TX2_USSAN040104  Tx2_USSAN040104  How Liquid Thermometers Measure Temperature (Tx2_USSAN040104)  Temperature (Tx2_USSAN040104)  The student is expected to:  In the Lab Sheet, students carry out two investigations in which they analyze information using tools, including clocks and stopwatches; and materials to support observations of habitats or organisms such  TX2_USSAN040104  Tx2_USSAN040104  Tx2_USSAN040104  Two investigations in which they analyze information using a clock is analyzed.			metric rulers, Celsius					to be placed in the lab
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  TX2_USSAN040104  How Liquid Thermometers Measure Temperature (TX2_USSAN040104)  Tx2_USSAN040104  How Liquid Thermometers Measure Temperature (TX2_USSAN040104)  In the Lab Sheet, students carry out to involve involve indicated with the use of a clock is analyzed.  TX2_USSAN040104  Tx2_USSAN040104  How Liquid Thermometers Measure Temperature (TX2_USSAN040104)  Temperature (TX2_USSAN040104)  In the Lab Sheet, students carry out to involve involve involve involve in which they analyze information using a clock conduct science inquiry. The student is expected to: computers, hand leases, metric rulers, Celsius thermometers, prinsm, 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 notebooks; timing			thermometers, prisms,					notebook/experiment report. These
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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  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, metir crulers, Celsius thermometers, prisms, microscopes, cameras, computers, hand lenses, beakers, hot plates, meter sicks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such			beam balances, spring					the Activity Object software, which
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  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, metir crulers, Celsius thermometers, prisms, microscopes, cameras, computers, hand lenses, beakers, hot plates, meter sicks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such			scales, graduated cylinders,					provides appropriate feedback as
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) analyze information using tools, including clocklators, 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 in data to provide analyze information using tools, including clocklators, 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 in collected with the use of a clock is analyzed.  TX2_USSAN040104  How Liquid Thermometers Measure Temperature (TX2_USSAN040104)  Temperature (TX2_USSAN040104)  In the Lab Sheet, students carry out two investigations in which they analyze information using a clock  analyze information using a clock is analyzed.								
nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums  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, microscopes, topic 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								
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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, 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			9					
reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:  analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan 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 terranums and aqualiums					
reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:  analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan 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								
to use a variety of tools and methods to conduct science inquiry. The student is expected to:  tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan 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	275				TX2_USSAN040104			
methods to conduct science inquiry. The student is expected to:  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						Temperature (TX2_USSAN040104)		the use of a clock is analyzed.
inquiry. The student is expected to:  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		to use a variety of tools and					analyze information using a clock	
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		methods to conduct science		devices, including				
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		inquiry. The student is expected to:	computers, hand lenses,	clocks				
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			metric rulers, Celsius					
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			thermometers, prisms,					
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			mirrors, pan balances, triple					
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			beam balances, spring					
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			scales, graduated cylinders,					
sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such								
nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such								
devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such								
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
276	(4) Scientific investigation and	(A) collect, record, and	(xlvi) analyze		Homeostasis (TX2_USSSM160107)		In Part 3 of the Activity Object,
2,0	reasoning. The student knows how	analyze information using	information using	1742_0000111100107	Tromodulatio (TXZ_GGGGWTGGTGT)	to analyze information by using	students provide responses in order
	to use a variety of tools and	tools, including calculators,	tools, including timing			stopwatches.	to record in a table the number of
	methods to conduct science	microscopes, cameras,	devices, including			Stopwatches.	contractions that occur per unit time,
			stopwatches				
	inquiry. The student is expected to:	computers, hand lenses,	stopwatches				with the aid of a stopwatch. Students
		metric rulers, Celsius					then analyze the data to make
		thermometers, prisms,					conclusions about the effect of
		mirrors, pan balances, triple					external environment on the rate of
		beam balances, spring					contractions. Student responses are
		scales, graduated cylinders,					assessed by the Activity Object
		beakers, hot plates, meter					software, which provides appropriate
		sticks, magnets, collecting					feedback as students work through
		nets, and notebooks; timing					the exercises.
		devices, including clocks and					
		stopwatches; and materials					
		to support observations of					
		habitats or organisms such					
		as terrariums and aquariums					
277	(4) Scientific investigation and	(A) collect, record, and	(xlvi) analyze	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)		In the Investigation Sheet, students
	reasoning. The student knows how	analyze information using	information using				record in a table the data taken with
	to use a variety of tools and	tools, including calculators,	tools, including timing				the aid of a stopwatch, and then
	methods to conduct science	microscopes, cameras,	devices, including				students analyze the data in order to
	inquiry. The student is expected to:	computers, hand lenses,	stopwatches				answer subsequent questions.
		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					
		and aquantitio					
278	(4) Scientific investigation and	(A) collect, record, and	(xlvi) analyze	TX2_USSAN080202	Calculating Average Speed	The Animation shows students how to	In the Question-Answer Sheet,
	reasoning. The student knows how	analyze information using	information using		(TX2_USSAN080202)	analyze information using tools,	students are assessed on their ability
	to use a variety of tools and	tools, including calculators,	tools, including timing		<u> </u>	including stopwatches.	to analyze data obtained with
	methods to conduct science	microscopes, cameras,	devices, including			• •	stopwatches.
	inquiry. The student is expected to:	computers, hand lenses,	stopwatches				· ·
		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					
		ao terranamo ana aquanumo					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
279	(4) Scientific investigation and	(A) collect, record, and	(xlvii) collect		Homeostasis (TX2_USSSM160107)		
270	reasoning. The student knows how	analyze information using	information using	1742_0000111100107	Tromodulatio (TXZ_GGGGWTGGTGT)	information on paramecia using	students provide responses in order
	to use a variety of tools and	tools, including calculators,	tools, including			microscopes, slides, and	to collect data in a chart. As students
	methods to conduct science	microscopes, cameras,	materials to support			stopwatches.	build the chart, their responses are
			observation of habitats			stopwatches.	
	inquiry. The student is expected to:	computers, hand lenses,					assessed by the Activity Object
		metric rulers, Celsius	or organisms				software, which provides appropriate
		thermometers, prisms,					feedback as students work through
		mirrors, pan balances, triple					the exercises.
		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					
280	(4) Scientific investigation and	(A) collect, record, and	(xlvii) collect	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students use	In the Lab Sheet, students are
	reasoning. The student knows how	analyze information using	information using			various insect traps to collect and	assessed on their collection of insects
	to use a variety of tools and	tools, including calculators,	tools, including			observe the characteristics of insects.	with insect traps, and on their analysis
	methods to conduct science	microscopes, cameras,	materials to support				of the characteristics of the insects.
	inquiry. The student is expected to:	computers, hand lenses,	observation of habitats				Student observations and
		metric rulers, Celsius	or organisms				conclusions are also recorded in the
		thermometers, prisms,					Lab Sheet.
		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					
664	(A) Octobrication of the	(A)	A.I. 27 11 - 4	TVO LIDOOMAGA	Habitat Basiman B	La dia Astista Obia di di di di	
281	(4) Scientific investigation and	(A) collect, record, and	(xlvii) collect	1X2_USSSM190101	Habitat Designer: Panda	In the Activity Object, students collect	
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM190101)	information using tools, including	
	to use a variety of tools and	tools, including calculators,	tools, including			materials to support observation of	
	methods to conduct science	microscopes, cameras,	materials to support			habitats or organisms.	
	inquiry. The student is expected to:	computers, hand lenses,	observation of habitats				
		metric rulers, Celsius	or organisms				
		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					
						]	1

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
282	(4) Scientific investigation and	(A) collect, record, and	(xlvii) collect		Habitat Designer: Sea Turtle	In the Activity Object, students collect	Accessment Component Description
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM190102)	information using tools, including	
	to use a variety of tools and	tools, including calculators,	tools, including		(1742_0000111100102)	materials to support observation of	
	methods to conduct science	microscopes, cameras,	materials to support			habitats or organisms.	
	inquiry. The student is expected to:	computers, hand lenses,	observation of habitats				
	inquiry. The student is expected to:	metric rulers, Celsius	or organisms				
		thermometers, prisms,	or organisms				
		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					
		273414110					
				<u></u>			
283	(4) Scientific investigation and	(A) collect, record, and	(xlvii) collect	TX2_USSSM180202	Classification of Animals	In the Activity Object, students collect	
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM180202)	information using tools, including	
	to use a variety of tools and	tools, including calculators,	tools, including			materials to support observation of	
	methods to conduct science	microscopes, cameras,	materials to support			habitats or organisms.	
	inquiry. The student is expected to:	computers, hand lenses,	observation of habitats				
		metric rulers, Celsius	or organisms				
		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					
201	(4) Scientific investigation and	(A) collect record and	(vlviii) analyza	TY2 HQCCM460407	Homeostasis (TY2 LISSSM160107)	The Activity Object involves the	In Part 3 of the Activity Object
284	(4) Scientific investigation and	(A) collect, record, and	(xlviii) analyze	1777 1777 1777 1777 1777 1777 1777 177	Homeostasis (TX2_USSSM160107)	The Activity Object involves the	In Part 3 of the Activity Object,
	reasoning. The student knows how	analyze information using	information using			collection and analysis of information	students provide responses in order
	to use a variety of tools and methods to conduct science	tools, including calculators, microscopes, cameras,	tools, including			on paramecia using microscopes,	to collect and analyze data in a chart. As students build and analyze the
	inquiry. The student is expected to:	computers, hand lenses,	materials to support observation of habitats			slides, and stopwatches.	chart, their responses are assessed
	inquiry. The student is expected to.	metric rulers, Celsius	or organisms				by the Activity Object software, which
		thermometers, prisms,	or organisms				provides appropriate feedback as
		mirrors, pan balances, triple					students work through the exercises.
		beam balances, spring					Students work unough the exercises.
		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					
		and aquandino					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
285	(4) Scientific investigation and	(A) collect, record, and	(xlviii) analyze		Habitat Designer: Panda	In the Activity Object, students	In the Activity Sheet, students are
200	reasoning. The student knows how	analyze information using	information using	17.2_0000111100101	(TX2_USSSM190101)	analyze information using tools,	assessed on their ability to analyze
	to use a variety of tools and	tools, including calculators,	tools, including		(17/2_0000111100101)	including materials to support	information using tools, including
	methods to conduct science	microscopes, cameras,	materials to support			observation of habitats or organisms.	materials to support observation of
	inquiry. The student is expected to:		observation of habitats			Observation of habitats of organisms.	habitats or organisms
	inquiry. The student is expected to.	computers, hand lenses,					Tiabilats of organisms
		metric rulers, Celsius	or organisms				
		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					
286	(4) Scientific investigation and	(A) collect, record, and	(xlviii) analyze	TX2 LISSSM100102	Habitat Designer: Sea Turtle	In the Activity Object, students	In the Activity Sheet, students are
200	reasoning. The student knows how	analyze information using	information using	172_033311190102	(TX2_USSSM190102)	analyze information using tools,	assessed on their ability to analyze
	to use a variety of tools and	tools, including calculators,	tools, including		(17.2_0000W100102)	including materials to support	information using tools, including
	methods to conduct science	microscopes, cameras,	materials to support			observation of habitats or organisms.	materials to support observation of
	inquiry. The student is expected to:	computers, hand lenses,	observation of habitats			observation of habitats of organisms.	habitats or organisms
	inquiry. The student is expected to:	metric rulers, Celsius	or organisms				Tiabitats of organisms
		thermometers, prisms,	or organisms				
		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					
		torrainante and aquantino					
287	(4) Scientific investigation and	(A) collect, record, and	(xlviii) analyze	TX2_USSSM180202	Classification of Animals	In the Activity Object, students	In the Activity Sheet, students are
	reasoning. The student knows how	analyze information using	information using		(TX2_USSSM180202)	analyze information using tools,	assessed on their ability to analyze
	to use a variety of tools and	tools, including calculators,	tools, including			including materials to support	information using tools, including
	methods to conduct science	microscopes, cameras,	materials to support			observation of habitats or organisms.	materials to support observation of
	inquiry. The student is expected to:	computers, hand lenses,	observation of habitats				habitats or organisms
		metric rulers, Celsius	or organisms				
		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					

#	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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
295	(5) Matter and energy. The student	(A) classify matter based on	(iii) classify matter		Properties of Solids, Liquids, and	The Activity Object describes how to	Q3 and Q5 of the Assessment in the
	knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:	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	based on physical properties, including physical state (solid, liquid, and gas)	3.2_5553.11025101	Gases (TX2_USSSM020101)	classify matter based on physical properties, including physical state (solid, liquid, and gas).	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.

#	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		The Activity Object describes how to classify matter based on physical properties, including the ability to	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)	classify matter based on physical properties, including the ability to	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.

# 7	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.

#	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		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)	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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
329	(6) Force, motion, and energy. The	(B) demonstrate that the	(i) demonstrate that	TX2_USSAN070201		The Animation explains that the flow	Q1 and Q3 in the "After the
323	student knows that energy occurs	flow of electricity in circuits	the flow of electricity in	1X2_033AN070201	(TX2 USSAN070201)	of electricity in circuits requires a	Animation" section of the Question-
	in many forms and can be	requires a complete path	circuits requires a		(17.2_0007(1070201)		Answer Sheet require students to be
	observed in cycles, patterns, and	through which an electric	complete path through			electric current can pass .	able to demonstrate that the flow of
	systems. The student is expected	current can pass and can	which an electric				electricity in circuits requires a
	to:	produce light, heat, and	current can pass				complete path through which an
		sound	•				electric current can pass.
330	(6) Force, motion, and energy. The	(B) demonstrate that the	(ii) demonstrate that	TX2_USSSM070203	Building Circuits	The Activity Object demonstrates that	The Activity Sheet asks questions
	student knows that energy occurs	flow of electricity in circuits	the flow of electricity in		(TX2_USSSM070203)	the flow of electricity in circuits	that require students to be able to
	in many forms and can be	requires a complete path	circuits requires a			requires a complete path through	demonstrate that the flow of electricity
	observed in cycles, patterns, and	through which an electric	complete path through			which an electric current can produce	
	systems. The student is expected	current can pass and can	which an electric			light.	through which an electric current can
	to:	produce light, heat, and	current can produce				produce light.
	(2) =	sound	light				
331	(6) Force, motion, and energy. The	(B) demonstrate that the	(ii) demonstrate that	TX2_USSAN070201		The Animation explains that the flow	Q3 in the "After the Animation"
	student knows that energy occurs	flow of electricity in circuits	the flow of electricity in		(TX2_USSAN070201)	of electricity in circuits requires a	section of the Question-Answer Sheet
	in many forms and can be	requires a complete path	circuits requires a			complete path through which an	requires students to be able to
	observed in cycles, patterns, and systems. The student is expected	through which an electric current can pass and can	complete path through which an electric			electric current can produce light.	demonstrate that the flow of electricity in circuits requires a complete path
	to:	produce light, heat, and	current can produce				through which an electric current can
	io.	sound	light				produce light.
332	(6) Force, motion, and energy. The	(B) demonstrate that the	(iii) demonstrate that	TX2_USSSM070203	Building Circuits	The Activity Object demonstrates that	
	student knows that energy occurs	flow of electricity in circuits	the flow of electricity in		(TX2_USSSM070203)	the flow of electricity in circuits	Activity Sheet requires students to be
	in many forms and can be	requires a complete path	circuits requires a		,	requires a complete path through	able to demonstrate that the flow of
	observed in cycles, patterns, and	through which an electric	complete path through			which an electric current can produce	
	systems. The student is expected	current can pass and can	which an electric			heat and sound.	complete path through which an
	to:	produce light, heat, and	current can produce				electric current can produce heat.
		sound	heat				
333	(6) Force, motion, and energy. The	(B) demonstrate that the	(iv) demonstrate that	TX2_USSSM070203		The Activity Object demonstrates that	
	student knows that energy occurs	flow of electricity in circuits	the flow of electricity in		(TX2_USSSM070203)	the flow of electricity in circuits	Activity Sheet requires students to be
	in many forms and can be	requires a complete path	circuits requires a			requires a complete path through	able to demonstrate that the flow of
	observed in cycles, patterns, and	through which an electric	complete path through			which an electric current can produce	,
	systems. The student is expected	current can pass and can	which an electric			heat and sound.	complete path through which an
	to:	produce light, heat, and sound	current can produce sound				electric current can produce sound.
334	(6) Force, motion, and energy. The	(C) demonstrate that light	(i) demonstrate that	TX2 LISSAN110302	The Path of a Reflected Light Beam	The Animation demonstrates that light	Q1 of the "Before the Animation"
334	student knows that energy occurs	travels in a straight line until	light travels in a	17/2_0007/11/10302	(TX2_USSAN110302)	S S	section of the Question-Answer Sheet
	in many forms and can be	it strikes an object or travels	straight line until it		(172_000/11/10002)	an object or travels through one	asks students to demonstrate that
	observed in cycles, patterns, and	through one medium to	strikes an object or				light travels in a straight line until it
	systems. The student is expected	another and demonstrate	travels through one				strikes an object or travels through
	to:	that light can be reflected	medium to another				one medium to another.
		such as the use of mirrors or					
		other shiny surfaces and					
		refracted such as the					
		appearance of an object					
		when observed through					
207	(0) 5	water	(1)	TV0 110001444555	litte a a contract	T. A. 17 T. O. 17 T. 17	04 100: 4 10: 4
335	(6) Force, motion, and energy. The	(C) demonstrate that light	(i) demonstrate that	1X2_USSSM110304	Light Reflection: Solving Puzzles		Q1 and Q2 in the "Doing the Activity
	student knows that energy occurs	travels in a straight line until	light travels in a		(TX2_USSSM110304)		Object" section of the Activity Sheet
	in many forms and can be	it strikes an object or travels	straight line until it			strikes an object or travels through one medium to another.	require students to be able to
	observed in cycles, patterns, and	through one medium to	strikes an object or			one medium to another.	demonstrate that light travels in a
	systems. The student is expected	another and demonstrate that light can be reflected	travels through one medium to another				straight line until it strikes an object or travels through one medium to
	to:	such as the use of mirrors or	medium to another				another.
		other shiny surfaces and					anound.
		refracted such as the					
		appearance of an object					
		when observed through					
		water					
			l			I	

# -	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		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		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.

# 1	EKS (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			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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
353	(7) Earth and space. The student	(B) recognize how	(iii) recognize how		How Water and Ice Change Earth's	The Animation teaches students to	The Question-Answer Sheet asks
	knows Earth's surface is constantly	landforms such as deltas,	landforms are the		Surface (TX2_USSAN130212)	recognize how landforms are the	questions that require students to
	changing and consists of useful	canyons, and sand dunes	result of changes to		,	result of changes to Earth's surface	recognize how landforms are the
	resources. The student is expected	are the result of changes to	Earth's surface by ice			by ice.	result of changes to Earth's surface
	to:	Earth's surface by wind,	,			,	by ice.
		water, and ice					
354	(7) Earth and space. The student	(C) identify alternative	(i) identify alternative	TX2 USSSM040101	Renewable Energy Sources	In this Activity Object, students	Q1-Q2-Q3 of the "Doing the Activity
	knows Earth's surface is constantly	energy resources such as	energy resources		(TX2_USSSM040101)	identify alternative energy resources	Object" section of the Activity Sheet
	changing and consists of useful	wind, solar, hydroelectric,	3,		( ,	such as wind, solar, tidal and	ask students to identify alternative
	resources. The student is expected	geothermal, and biofuels				geothermal.	energy resources.
	to:	g,				9	g,
355	(7) Earth and space. The student	(C) identify alternative	(i) identify alternative	TX2 USSAN130304	The Impact of Energy Resources:	The Animation teaches students to	The Question-Answer Sheet asks
	knows Earth's surface is constantly	energy resources such as	energy resources	_	Part I (TX2_USSAN130304)	identify alternative energy resources	questions that require students to
	changing and consists of useful	wind, solar, hydroelectric,				such as nuclear, hydroelectric and	identify alternative energy resources.
	resources. The student is expected	geothermal, and biofuels				wind energy.	
	to:						
356	(7) Earth and space. The student	(C) identify alternative	(i) identify alternative	TX2_USSAN130303	Fossil Fuels and Renewable Energy	The Animation teaches students to	The Question-Answer Sheet asks
	knows Earth's surface is constantly	energy resources such as	energy resources		Sources (TX2_USSAN130303)	identify alternative energy resources.	questions that require students to
	changing and consists of useful	wind, solar, hydroelectric,			, –	,	identify alternative energy resources.
	resources. The student is expected	geothermal, and biofuels					
	to:						
357	(7) Earth and space. The student	(C) identify alternative	(i) identify alternative	TX2_USSSM130301	Solar Energy: Designing a Solar Car	In the Activity Object, students identify	The Activity Sheet asks questions
	knows Earth's surface is constantly	energy resources such as	energy resources		(TX2_USSSM130301)	alternative energy resources, such as	that require students to identify
	changing and consists of useful	wind, solar, hydroelectric,				solar energy.	alternative energy resources.
	resources. The student is expected	geothermal, and biofuels					
	to:						
358	(7) Earth and space. The student	(C) identify alternative	(i) identify alternative	TX2_USSAN040102	The Impact of Energy Resources:	The Animation teaches students to	The Question-Answer Sheet asks
	knows Earth's surface is constantly	energy resources such as	energy resources		Part II (TX2_USSAN040102)	identify alternative energy resources,	questions that require students to
	changing and consists of useful	wind, solar, hydroelectric,				such as biomass, geothermal and	identify alternative energy resources.
	resources. The student is expected	geothermal, and biofuels				solar.	
	to:	_					
359	(7) Earth and space. The student	(D) identify fossils as	(i) identify fossils as	TX2_USSSM180102	Sorting and Identifying Animal Fossils	In the Activity Object, students identify	Q1-Q2-Q3 of the "Doing the Activity
	knows Earth's surface is constantly	evidence of past living	evidence of past living		(TX2_USSSM180102)	fossils as evidence of past living	Object" section of the Activity Sheet
	changing and consists of useful	organisms and the nature of	organisms			organisms.	require students to be able to identify
	resources. The student is expected	the environments at the time					fossils as evidence of past living
	to:	using models					organisms.
360	(7) Earth and space. The student	(D) identify fossils as	(i) identify fossils as	TX2_USSSM180103	Analysis of Fossil Evidence		Q1-Q2-Q3 of the "Doing the Activity
	knows Earth's surface is constantly	evidence of past living	evidence of past living		(TX2_USSSM180103)	fossils as evidence of past living	Object" section of the Activity Sheet
	changing and consists of useful	organisms and the nature of	organisms			organisms.	require students to be able to identify
	resources. The student is expected	the environments at the time					fossils as evidence of past living
	to:	using models					organisms.
361	(7) Earth and space. The student	(D) identify fossils as	(i) identify fossils as	TX2_USSAN130102	Ages of Rocks and Fossils	The Animation identifies fossils as	The Activity Sheet asks questions
	knows Earth's surface is constantly	evidence of past living	evidence of past living		(TX2_USSAN130102)	evidence of past living organisms,	that require students to be able to
	changing and consists of useful	organisms and the nature of	organisms			and as clues that are used to	identify fossils as evidence of past
	resources. The student is expected	the environments at the time				determine the age of rocks.	living organisms.
000	to:	using models	(") '.d(")	TV0 1100011100111	D	la the Astritu Ohio is the	04.00.00 (a the HP )
362	(7) Earth and space. The student	(D) identify fossils as	(ii) identify the nature	1X2_USSSM130109		In the Activity Object, students	Q1-Q2-Q3 in the "Doing the Activity
	knows Earth's surface is constantly	evidence of past living	of the environments at		Years Ago (TX2_USSSM130109)	employ models involving fossils to	Object" section of the Activity Sheet
	changing and consists of useful	organisms and the nature of	the time [of the fossil]				ask students to identify the nature of
	resources. The student is expected	the environments at the time	using models.				the Earth 250 million years ago, using
	to:	using models				fossils.	models and fossils as shown in the
							Activity Object.
262	(7) Earth and space. The student	(D) identify fossils as	(ii) identify the neture	TV2 LICCANIA20402	Ages of Rocks and Fossils	The Animation utilizes models and	Q2-Q3-Q4 in the "After the Animation"
303	knows Earth's surface is constantly		(ii) identify the nature	172_USSAN13U1UZ			section of the Question-Answer Sheet
		evidence of past living	of the environments at		(TX2_USSAN130102)	,	ask students about the nature of
	changing and consists of useful	organisms and the nature of	the time [of the fossil]				
	resources. The student is expected	the environments at the time	using models.			of the fossil or rock, while determining the age of fossils and rocks.	environments that led to formation of fossils and rocks.
	to:	using models				ine age of lossils and rocks.	TUSSIIS ATTU TUCKS.
20.4	(7) Forth and once. The study of	(D) identify fearily as	(ii) identify the metro-	TV0 HCCCM400004	The Book Cycle	The Activity Object was a sadala (	The Activity Chart sales students
364	(7) Earth and space. The student	(D) identify fossils as	(ii) identify the nature	TX2_USSSM130201			The Activity Sheet asks students
	knows Earth's surface is constantly	evidence of past living	of the environments at		(TX2_USSSM130201)	identify the nature of environments, at	
	changing and consists of useful	organisms and the nature of the environments at the time	the time [of the fossil]			the time of fossils and rock, to explore	
	resources. The student is expected to:		using models.			the rock cycle.	fossils, using models from the Activity
		using models				1	Object.

# -	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		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.

# -	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItomNumbor	Component	Lograing Component Description	Accessment 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		Component The Effects of Earth's Rotation (TX2_USSAN150108)	Learning Component Description 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.	Assessment Component Description 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		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.	_

# -	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		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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
394	(9) Organisms and environments.	(A) observe the way	(iii) observe the way		Biotic and Abiotic Factors in	In the Enrichment Sheet, students	Q1 and Q2 of the Enrichment Sheet
	The student knows that there are relationships, systems, and cycles within environments. The student is expected to:	organisms live and survive in their ecosystem by interacting with the living and non-living elements	organisms survive in their ecosystem by interacting with the living elements		Ecosystems (TX2_USSAN190101)		ask students about observing the way
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.	
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)		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)	by producers to create their own food,	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		Food Chains and Food Webs (TX2_USSAN190201)	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)		Q3 of the Enrichment Sheet require

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	ItemNumber	Component	Learning Component Description	Assessment Component Description
403	(9) Organisms and environments.	(B) describe how the flow of	(iii) describe how the		Food Chains and Food Webs	The Animation describes how the flow	Q3 of the "After the Animation"
	The student knows that there are	energy derived from the Sun,	flow of energy derived		(TX2_USSAN190201)	of energy derived from the sun, used	section of the Question-Answer Sheet
	relationships, systems, and cycles	used by producers to create	from the Sun, used by		(,,	by producers to create their own food,	requires students to be able to
	within environments. The student is	their own food, is transferred	producers to create			is transferred through a food web to	describe how the flow of energy
	expected to:	through a food chain and	their own food, is			consumers.	derived from the sun, used by
	expected to:	food web to consumers and	transferred through a			oon out of the contract of the	producers to create their own food, is
		decomposers	food web to				transferred through a food web to
		decemposore	consumers				consumers.
404	(9) Organisms and environments.	(B) describe how the flow of	(iii) describe how the	TX2 USSAN190201	Food Chains and Food Webs	The Enrichment Sheet teaches	Q1 and Q5 of the Enrichment Sheet
	The student knows that there are	energy derived from the Sun,	flow of energy derived		(TX2 USSAN190201)	students about how the flow of energy	
	relationships, systems, and cycles	used by producers to create	from the Sun, used by		(,	derived from the sun, used by	describe how the flow of energy
	within environments. The student is	their own food, is transferred	producers to create				derived from the sun, used by
	expected to:	through a food chain and	their own food, is			transferred through a food web to	producers to create their own food, is
	·	food web to consumers and	transferred through a			consumers.	transferred through a food web to
		decomposers	food web to				consumers.
			consumers				
405	(9) Organisms and environments.	(B) describe how the flow of	(iv) describe how the	TX2_USSAN190201	Food Chains and Food Webs	The Animation describes how the flow	
	The student knows that there are	energy derived from the Sun,	flow of energy derived		(TX2_USSAN190201)	of energy derived from the sun, used	
	relationships, systems, and cycles	used by producers to create	from the Sun, used by			by producers to create their own food,	
	within environments. The student is	their own food, is transferred	producers to create			is transferred through a food web to	
	expected to:	through a food chain and	their own food, is			decomposers.	
		food web to consumers and	transferred through a				
		decomposers	food web to				
			decomposers				
406	(9) Organisms and environments.	(B) describe how the flow of	(iv) describe how the	TX2_USSAN190201	Food Chains and Food Webs	The Enrichment Sheet teaches	The Enrichment Sheet includes a
	The student knows that there are	energy derived from the Sun,	flow of energy derived		(TX2_USSAN190201)	students about how the flow of energy	
	relationships, systems, and cycles	used by producers to create	from the Sun, used by			derived from the sun, used by	able to describe how the flow of
	within environments. The student is	their own food, is transferred	producers to create				energy derived from the sun, used by
	expected to:	through a food chain and	their own food, is			transferred through a food web to	producers to create their own food, is
		food web to consumers and	transferred through a			decomposers.	transferred through a food web to
		decomposers	food web to				decomposers.
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407	(9) Organisms and environments.	(C) predict the effects of	(i) predict the effects of changes in	1X2_USSAN190303	Environmental Problems (TX2 USSAN190303)	The Animation shares information that	Q1-Q2-Q3-Q4 in the "After the
	The student knows that there are	changes in ecosystems			(1X2_USSAN190303)	enables students to predict the effects	Animation" section of the Question-
	relationships, systems, and cycles within environments. The student is	caused by living organisms, including humans, such as	ecosystems caused			of changes in ecosystems caused by	Answer Sheet require students to be able to predict the effects of changes
	expected to:	the overpopulation of	by living organisms, including humans			living organisms, including humans.	in ecosystems caused by living
	expected to.		including numans				
		grazers or the building of highways					organisms, including humans
408	(9) Organisms and environments.	(C) predict the effects of	(i) predict the effects	TX2 LISSAN190303	Environmental Problems	The Enrichment Sheet asks the	Q1-Q2-Q3-Q4 of the Enrichment
400	The student knows that there are	changes in ecosystems	of changes in	17.2_000/HV190000	(TX2 USSAN190303)		Sheet require students to be able to
	relationships, systems, and cycles	caused by living organisms,	ecosystems caused		(172_000AN190000)		predict the effects of changes in
	within environments. The student is	including humans, such as	by living organisms,			living organisms, including humans.	ecosystems caused by living
	expected to:	the overpopulation of	including humans			inving organismo, molading namano.	organisms, including humans
	expected to:	grazers or the building of	morading namano				organionio, inolading namano
		highways					
409	(9) Organisms and environments.	(C) predict the effects of	(i) predict the effects	TX2 USSAN190301	Acid Rain (TX2 USSAN190301)	The Animation shares information that	The Question-Answer Sheet asks
	The student knows that there are	changes in ecosystems	of changes in			enables students to predict the effects	
	relationships, systems, and cycles	caused by living organisms,	ecosystems caused			of changes in ecosystems caused by	them to be able to predict the effects
	within environments. The student is	including humans, such as	by living organisms,			living organisms, including humans.	of changes in ecosystems caused by
	expected to:	the overpopulation of	including humans				living organisms, including humans.
	•	grazers or the building of	•				
		highways					
410	(9) Organisms and environments.	(C) predict the effects of	(i) predict the effects	TX2_USSAN190302		The Animation shares information that	The Question-Answer Sheet asks
	The student knows that there are	changes in ecosystems	of changes in		(TX2_USSAN190302)	enables students to predict the effects	
	relationships, systems, and cycles	caused by living organisms,	ecosystems caused				them to be able to predict the effects
	within environments. The student is	including humans, such as	by living organisms,			living organisms, including humans.	of changes in ecosystems caused by
	expected to:	the overpopulation of	including humans				living organisms, including humans.
		grazers or the building of					
		highways					
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#	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		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		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.

#	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	(TX2_USSSM160210)	cycle of a butterfly as an example of complete metamorphosis. Also in Part	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	(TX2_USSSM160210)	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.