AC Correlation with TEKS 2014 Grade 6 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
1	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(i) demonstrate safe practices during laboratory investigations as outlined in the Texas Safety Standards	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Activity Object teaches students safe practices during laboratory investigations as described in the Texas Safety Standards.	Q1-Q2-Q5 of the Assessment in the Activity Object, as well as Q1-Q2-Q5-Q6-Q8-Q9 of the "Learner Journal" section of the Activity Sheet, assess students on their ability to demonstrate safe practices during laboratory investigations as described in the Texas Safety Standards.
2	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(i) demonstrate safe practices during laboratory investigations as outlined in the Texas Safety Standards	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)		During the Activity Object, students are asked to provide responses with regard to their safe practices during laboratory investigations as described in the Texas Safety Standards. Their responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
3	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(i) demonstrate safe practices during laboratory investigations as outlined in the Texas Safety Standards	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In the Enrichment Sheet, students learn to demonstrate safe practices during laboratory investigations as described in the Texas Safety Standards.	The Enrichment Sheet assesses students on their ability to demonstrate safe practices during laboratory investigations as described in the Texas Safety Standards.
4	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(i) demonstrate safe practices during laboratory investigations as outlined in the Texas Safety Standards	TX2_USSAN200102	The Safety of Classroom Investigations (TX2_USSAN200102)	The Animation demonstrates safe practices during laboratory investigations as described in the Texas Safety Standards during classroom investigations.	The Question-Answer Sheet assesses students on their ability to demonstrate safe practices during laboratory investigations as described in the Texas Safety Standards.
5	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(ii) demonstrate safe practices during field investigations as outlined in the Texas Safety Standards	TX2_USSAN200110	The Safety of Outdoor Investigations (TX2_USSAN200110)	The Animation demonstrates safe practices during field investigations as described in the Texas Safety Standards.	Q1-Q2-Q3-Q4-Q5 of the "After the Animation" section of the Question-Answer Sheet ask students to demonstrate safe practices during outdoor investigations as described in the Texas Safety Standards.
6	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(ii) demonstrate safe practices during field investigations as outlined in the Texas Safety Standards	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Activity Object demonstrates safe practices during field investigations as described in the Texas Safety Standards during outdoor investigations.	During the Activity Object, students are asked to provide responses with regard to their safe practices during field investigations as described in the Texas Safety Standards. Their responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
7	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations as outlined in the Texas Safety Standards	(ii) demonstrate safe practices during field investigations as outlined in the Texas Safety Standards	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Enrichment Sheet demonstrates safe practices during field investigations as described in the Texas Safety Standards.	The Enrichment Sheet assesses students on their ability to demonstrate safe practices during field investigations as described in the Texas Safety Standards.

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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
8	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials	(i) practice appropriate use of resources, including disposal, reuse, or recycling of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Part 3 of the Activity Object, students are presented with a description of the proper disposal and recycling of materials.	
9	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials	(i) practice appropriate use of resources, including disposal, reuse, or recycling of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Enrichment Sheet tells students how to practice appropriate use of resources, including disposal, reuse, or recycling of materials.	The Enrichment Sheet assesses students on their ability to practice appropriate use of resources, including disposal, reuse, or recycling of materials.
10	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials	(ii) practice appropriate conservation of resources, including disposal, reuse, or recycling of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Part 3 of the Activity Object, students are presented with a description of appropriate conservation of resources, including disposal, reuse, or recycling of materials.	
11	(1) Scientific investigation and reasoning. The student, for at least 40% of instructional time, conducts laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices. The student is expected to:	(B) practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials	(ii) practice appropriate conservation of resources, including disposal, reuse, or recycling of materials	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Enrichment Sheet tells students how to practice appropriate conservation of resources, including disposal, reuse, or recycling of materials.	The Enrichment Sheet assesses students on their ability to practice appropriate conservation of resources, including disposal, reuse, or recycling of materials.
12	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(i) plan comparative investigations by making observations	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students learn how to plan comparative investigations by making observations on prokaryotic and eukaryotic cells.	In the Activity Object, students must provide responses with regard to planning comparative investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
13	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(i) plan comparative investigations by making observations	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Investigation Sheet, students learn how to plan comparative investigations by making observations.	In the Investigation Sheet, students are asked a question that expects them to plan comparative investigations by making observations.
14	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(i) plan comparative investigations by making observations	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students plan comparative investigations by making observations on hurricane formation.	
15	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(i) plan comparative investigations by making observations	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)		In the Investigation Sheet, students are asked a question that expects them to plan comparative investigations by making observations.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
16	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(i) plan comparative investigations by making observations	TX2_USSSM180204	Introduction to Classification (TX2_USSSM180204)	In the Activity Object, students plan comparative investigations by making observations.	In the Activity Object, students must provide responses with regard to planning comparative investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
17	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(i) plan comparative investigations by making observations	TX2_USSSM160106	Comparing Plant and Animal Cells (TX2_USSSM160106)	In the Activity Object, students plan comparative investigations by making observations on plant and animal cells.	In the Activity Object, students must provide responses with regard to planning comparative investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
18	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ii) plan comparative investigations by asking well-defined questions	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students plan comparative investigations by asking well-defined questions about prokaryotic and eukaryotic cells.	In the Activity Object, students must provide responses with regard to planning comparative investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
19	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ii) plan comparative investigations by asking well-defined questions	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Investigation Sheet, students learn how to plan comparative investigations by asking well-defined questions.	In the Investigation Sheet, students are asked a question that expects them to plan comparative investigations by asking well-defined questions.
20	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ii) plan comparative investigations by asking well-defined questions	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students plan comparative investigations by asking well-defined questions on hurricane formation.	In the Activity Object, students must provide responses with regard to planning comparative investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
21	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ii) plan comparative investigations by asking well-defined questions	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Investigation Sheet, students learn how to plan comparative investigations by asking well-defined questions.	In the Activity Object, students must provide responses with regard to planning comparative investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
22	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iii) plan comparative investigations by using appropriate equipment	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students plan comparative investigations by using appropriate equipment to observe prokaryotic and eukaryotic cells.	In the Activity Object, students must provide responses with regard to planning comparative investigations by using appropriate equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
23	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iii) plan comparative investigations by using appropriate equipment	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Investigation Sheet, students are learn about planning comparative investigations by using appropriate equipment.	In the Investigation Sheet, students are asked a question that expects them to plan comparative investigations by using appropriate equipment.
24	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iii) plan comparative investigations by using appropriate equipment	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	Open the Lab Sheet at the bottom of the player.	
25	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iii) plan comparative investigations by using appropriate equipment	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students plan comparative investigations by using appropriate equipment on hurricane formation.	
26	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iii) plan comparative investigations by using appropriate equipment	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)		In the Investigation Sheet, students are expected to plan comparative investigations by using appropriate equipment.
27	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iv) plan comparative investigations by using appropriate technology	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students plan comparative investigations by using appropriate technology to observe prokaryotic and eukaryotic cells.	In the Activity Object, students must provide responses with regard to planning comparative investigations by using appropriate technology. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
28	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iv) plan comparative investigations by using appropriate technology	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Investigation Sheet, students are expected to plan comparative investigations by using appropriate technology.	In the Investigation Sheet, students are asked a question that expects them to plan comparative investigations by using appropriate technology.
29	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iv) plan comparative investigations by using appropriate technology	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students plan comparative investigations by using appropriate technology on hurricane formation.	In the Activity Object, students must provide responses with regard to planning comparative investigations by using appropriate technology. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(iv) plan comparative investigations by using appropriate technology	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Investigation Sheet, students plan comparative investigations by using appropriate technology.	
31	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(v) implement comparative investigations by making observations	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students implement comparative investigations by making observations on prokaryotic and eukaryotic cells.	In the Activity Object, students must provide responses with regard to implementing comparative investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
32	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(v) implement comparative investigations by making observations	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Investigation Sheet, students learn about implementing comparative investigations by making observations.	In the Investigation Sheet, students are asked a question that expects them to implement comparative investigations by making observations.
33	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(v) implement comparative investigations by making observations	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students implement comparative investigations by making observations on hurricane formation.	In the Activity Object, students must provide responses with regard to implementing comparative investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
34	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(v) implement comparative investigations by making observations	TX2_USSSM180204	Introduction to Classification (TX2_USSSM180204)	In the Activity Object, students implement comparative investigations by making observations.	In the Activity Object, students must provide responses with regard to implementing comparative investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
35	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(v) implement comparative investigations by making observations	TX2_USSSM160106	Comparing Plant and Animal Cells (TX2_USSSM160106)	In the Activity Object, students implement comparative investigations by making observations on plant and animal cells.	In the Activity Object, students must provide responses with regard to implementing comparative investigations by making observations. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vi) implement comparative investigations by asking well-defined questions	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students implement comparative investigations by asking well-defined questions about prokaryotic and eukaryotic cells.	In the Activity Object, students must provide responses with regard to implementing comparative investigations by asking well-defined questions. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vi) implement comparative investigations by asking well-defined questions	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Investigation Sheet, students are expected to implement comparative investigations by asking well-defined questions.	In the Investigation Sheet, students are asked a question that expects them to implement comparative investigations by asking well-defined questions.
38	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vi) implement comparative investigations by asking well-defined questions	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students implement comparative investigations by asking well-defined questions on hurricane formation.	In the Activity Object, students must provide responses with regard to implementing comparative investigations by asking well-defined questions. 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	Item Number	Component	Learning Component Description	Assessment Component Description
39	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vi) implement comparative investigations by asking well-defined questions	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Investigation Sheet, students learn about implementing comparative investigations by asking well-defined questions.	In the Investigation Sheet, students are asked to implement comparative investigations by asking well-defined questions.
40	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vii) implement comparative investigations by using appropriate equipment	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students implement comparative investigations by using appropriate equipment for observing prokaryotic and eukaryotic cells.	In the Activity Object, students must provide responses with regard to implementing comparative investigations by using appropriate equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
41	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vii) implement comparative investigations by using appropriate equipment	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Investigation Sheet, students are expected to implement comparative investigations by appropriate equipment.	In the Investigation Sheet, students are asked a question that expects them to implement comparative investigations by using appropriate equipment.
42	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(vii) implement comparative investigations by using appropriate equipment	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	The Lab Sheet teaches students about implementing comparative investigations by using appropriate equipment.	Q1-Q2-Q3-Q4 in the "Plan the Investigation" section of the Lab Sheet assess students' ability to implement comparative investigations by using appropriate equipment.
43	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(viii) implement comparative investigations by using appropriate technology	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students implement comparative investigations by using appropriate technology for observing prokaryotic and eukaryotic cells.	In the Activity Object, students must provide responses with regard to implementing comparative investigations by using appropriate technology. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(viii) implement comparative investigations by using appropriate technology	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Investigation Sheet, students are expected to implement comparative investigations by using appropriate equipment.	In the Investigation Sheet, students are asked a question that expects them to implement comparative investigations by using appropriate technology.
45	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(viii) implement comparative investigations by using appropriate technology	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Activity Object, students implement comparative investigations by using appropriate technology on hurricane formation.	In the Activity Object, students must provide responses with regard to planning descriptive investigations by using appropriate technology. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(viii) implement comparative investigations by using appropriate technology	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Investigation Sheet, students learn about implementing comparative investigations by using appropriate technology.	In the Investigation Sheet, students implement comparative investigations by using appropriate technology.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
47	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ix) plan descriptive investigations by making observations	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students plan descriptive investigations by making observations on a habitat of pandas.	In the Activity Object, students must provide responses with regard to planning descriptive investigations by making observations. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ix) plan descriptive investigations by making observations	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Investigation Sheet, students learn to plan descriptive investigations by making observations.	In the Investigation Sheet, students are asked a question that expects them to plan a descriptive investigation by making observations.
49	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ix) plan descriptive investigations by making observations	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Activity Object, students plan descriptive investigations by making observations on sorting and identifying animal fossils.	In the Activity Object, students must provide responses with regard to planning descriptive investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
50	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(ix) plan descriptive investigations by making observations	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Investigation Sheet, students learn about planning descriptive investigations by making observations.	In the Investigation Sheet, students are asked to plan a descriptive investigation by making observations.
51	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(x) plan descriptive investigations by asking well-defined questions	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students learn to plan descriptive investigations by asking well-defined questions on the habitat of pandas.	In the Activity Object, students must provide responses with regard to planning descriptive investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
52	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(x) plan descriptive investigations by asking well-defined questions	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Investigation Sheet, students learn to plan descriptive investigations by asking well-defined questions.	In the Investigation Sheet, students are asked a question that expects them to plan a descriptive investigation by asking well-defined questions.
53	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(x) plan descriptive investigations by asking well-defined questions	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Activity Object, students plan descriptive investigations by asking well-defined questions on sorting and identifying animal fossils.	In the Activity Object, students must provide responses with regard to planning descriptive investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
54	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(x) plan descriptive investigations by asking well-defined questions	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Investigation Sheet, students learn to plan descriptive investigations by asking well-defined questions.	In the Investigation Sheet, students are asked a question that expects them to plan a descriptive investigation by asking well-defined questions.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
55	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xi) plan descriptive investigations by using appropriate equipment	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students plan descriptive investigations by using appropriate equipment for observing a habitat of pandas.	In the Activity Object, students must provide responses with regard to planning descriptive investigations by using appropriate equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
56	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xi) plan descriptive investigations by using appropriate equipment	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Investigation Sheet, students learn to plan descriptive investigations by using appropriate equipment.	In the Investigation Sheet, students are asked a question that expects them to plan a descriptive investigation by using appropriate equipment.
57	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xi) plan descriptive investigations by using appropriate equipment	TX2_USSAN200114	Evaluating Products and Services (TX2_USSAN200114)	The Lab Sheet teaches students about planning descriptive investigations by using appropriate equipment such as a measuring cup, and identifying important values.	The Lab Sheet assesses students on their ability to plan descriptive investigations by using appropriate equipment such as a measuring cup, and identifying important values.
58	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xii) plan descriptive investigations by using appropriate technology	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students plan descriptive investigations by using appropriate technology for observing a habitat of pandas.	In the Activity Object, students must provide responses with regard to planning descriptive investigations by using appropriate technology. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
59	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xii) plan descriptive investigations by using appropriate technology	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Investigation Sheet, students learn to plan descriptive investigations by using appropriate equipment.	In the Investigation Sheet, students are asked a question that expects them to plan a descriptive investigation by using appropriate technology.
60	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xii) plan descriptive investigations by using appropriate technology	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Activity Object, students plan descriptive investigations by using appropriate technology on sorting and identifying animal fossils.	
61	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xii) plan descriptive investigations by using appropriate technology	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Investigation Sheet, students learn to plan descriptive investigations by using appropriate technology.	In the Investigation Sheet, students are assessed on their ability to plan descriptive investigations by using appropriate technology.
62	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiii) implement descriptive investigations by making observations	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students implement descriptive investigations by making observations on a habitat of pandas.	In the Activity Object, students must provide responses with regard to implementing descriptive investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
63	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiii) implement descriptive investigations by making observations	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Investigation Sheet, students learn to implement descriptive investigations by making observations.	In the Investigation Sheet, students are asked a question that expects them to implement a descriptive investigation by making observations.

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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
64	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiii) implement descriptive investigations by making observations	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Activity Object, students implement descriptive investigations by making observations on sorting and identifying animal fossils.	In the Activity Object, students must provide responses with regard to implementing descriptive investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
65	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiii) implement descriptive investigations by making observations	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Investigation Sheet, students learn to implement descriptive investigations by making observations.	In the Investigation Sheet, students are assessed on their ability to implement descriptive investigations by making observations.
66	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiv) implement descriptive investigations by asking well-defined questions	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students implement descriptive investigations by asking well-defined questions observations a the habitat of pandas.	In the Activity Object, students must provide responses with regard to implementing descriptive investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
67	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiv) implement descriptive investigations by asking well-defined questions	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Investigation Sheet, students learn to implement descriptive investigations by asking well-defined questions.	In the Investigation Sheet, students are asked a question that expects them to implement a descriptive investigation by asking well-defined questions.
68	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiv) implement descriptive investigations by asking well-defined questions	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Activity Object, students implement descriptive investigations by asking well-defined questions on sorting and identifying animal fossils.	In the Activity Object, students must provide responses with regard to implementing descriptive investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
69	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xiv) implement descriptive investigations by asking well-defined questions	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Investigation Sheet, students learn to implement descriptive investigations by asking well-defined questions.	In the Investigation Sheet, students are asked a question that expects them to implement a descriptive investigation by asking well-defined questions.
70	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xv) implement descriptive investigations by using appropriate equipment	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students implement descriptive investigations by using appropriate equipment for observing a habitat of pandas.	In the Activity Object, students must provide responses with regard to implementing descriptive investigations by using appropriate equipment. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xv) implement descriptive investigations by using appropriate equipment	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Investigation Sheet, students learn to implement descriptive investigations by using appropriate equipment.	In the Investigation Sheet, students are asked a question that expects them to implement a descriptive investigation by using appropriate equipment.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
72	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xv) implement descriptive investigations by using appropriate equipment	TX2_USSAN200114	Evaluating Products and Services (TX2_USSAN200114)	The Lab Sheet teaches students about planning descriptive investigations by using appropriate equipment such as a measuring cup, and identifying important values.	The Lab Sheet assesses students on their ability to plan descriptive investigations by using appropriate equipment such as a measuring cup, and identifying important values.
73	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xvi) implement descriptive investigations by using appropriate technology	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students implement descriptive investigations by using appropriate technology for observing a the habitat of pandas.	In the Activity Object, students must provide responses with regard to implementing descriptive investigations by using appropriate technology. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xvi) implement descriptive investigations by using appropriate technology	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Investigation Sheet, students learn to implement descriptive investigations by using appropriate equipment.	In the Investigation Sheet, students are asked a question that expects them to implement a descriptive investigation by using appropriate technology.
75	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xvi) implement descriptive investigations by using appropriate technology	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Activity Object, students implement descriptive investigations by using appropriate technology on sorting and identifying animal fossils.	
76	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	(xvi) implement descriptive investigations by using appropriate technology	TX2_USSSM180102	Sorting and Identifying Animal Fossils (TX2_USSSM180102)	In the Investigation Sheet, students are expected to implement descriptive investigations by using appropriate technology.	In the Investigation Sheet, students are asked a question that expects them to implement a descriptive investigation by using appropriate technology.
77	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(i) design experimental investigations by making observations	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students design experimental investigations by making observations	In the Activity Object, students must provide responses with regard to designing experimental investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
78	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(i) design experimental investigations by making observations	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students are asked questions about design experimental investigations by making observations.	In the Lab Sheet, students are asked a question that expects them to design an experimental investigation by making observations.
79	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(i) design experimental investigations by making observations	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students design experimental investigations by making observations on phototropism in plants.	
80	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(i) design experimental investigations by making observations	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Investigation Sheet, students learn to design experimental investigations by making observations.	In the Investigation Sheet, students are asked a question that expects them to design an experimental investigation by making observations.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
81	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(i) design experimental investigations by making observations	TX2_USSXP010404	Conservation of Mass in Chemical Reactions (TX2_USSXP010404)	In the Activity Object, students design experimental investigations by making observations on conservation of mass in different chemical reactions.	
82	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ii) design experimental investigations by asking well-defined questions	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students design experimental investigations by asking well-defined questions.	In the Activity Object, students must provide responses with regard to designing experimental investigations by asking well-defined questions. 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 inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ii) design experimental investigations by asking well-defined questions	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students are asked questions about design experimental investigations by asking well-defined questions.	In the Lab Sheet, students are asked a question that expects them to design an experimental investigation by asking well-defined questions.
84	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ii) design experimental investigations by asking well-defined questions	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students design experimental investigations by asking well-defined questions on phototropism in plants.	In the Activity Object, students must provide responses with regard to designing experimental investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
85	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ii) design experimental investigations by asking well-defined questions	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Investigation Sheet, students learn to design experimental investigations by asking well-defined questions.	In the Investigation Sheet, students are asked a question that expects them to design an experimental investigation by asking well-defined questions.
86	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ii) design experimental investigations by asking well-defined questions	TX2_USSXP160101	Plants' Needs for Photosynthesis (TX2_USSXP160101)	In the Activity Object, students design experimental investigations by asking well-defined questions about photosynthesis.	In the Activity Object, students must provide responses with regard to designing experimental investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
87	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iii) design experimental investigations by formulating testable hypotheses	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students design experimental investigations by formulating testable hypotheses.	In the Activity Object, students must provide responses with regard to designing experimental investigations by formulating testable hypotheses. 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	Item Number	Component	Learning Component Description	Assessment Component Description
88	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iii) design experimental investigations by formulating testable hypotheses	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students learn about designing experimental investigations by formulating testable hypotheses.	In the Lab Sheet, students are asked a question that expects them to design an experimental investigation by formulating a testable hypothesis.
89	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iii) design experimental investigations by formulating testable hypotheses	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students design experimental investigations by formulating testable hypotheses on phototropism in plants.	In the Activity Object, students must provide responses with regard to designing experimental investigations by formulating testable hypotheses. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
90	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iii) design experimental investigations by formulating testable hypotheses	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Investigation Sheet, students learn to design experimental investigations by formulating testable hypotheses.	In the Investigation Sheet, students are asked a question that expects them to design an experimental investigation by formulating a testable hypothesis.
91	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iv) design experimental investigations by using appropriate equipment	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students design experimental investigations by using appropriate equipment.	In the Activity Object, students must provide responses with regard to designing experimental investigations by using appropriate equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
92	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iv) design experimental investigations by using appropriate equipment	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students learn about designing experimental investigations by using appropriate equipment.	In the Lab Sheet, students are asked a question that expects them to design an experimental investigation by using appropriate equipment.
93	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iv) design experimental investigations by using appropriate equipment	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	The Animation teaches students about designing experimental investigations by using appropriate equipment.	In the Question-Answer Sheet, students are asked a question that expects them to design an experimental investigation by using appropriate equipment.
94	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(iv) design experimental investigations by using appropriate equipment	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students learn about designing experimental investigations by using appropriate equipment.	In the Lab Sheet, students are asked a question that expects them to design an experimental investigation by using appropriate equipment.
95	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(v) design experimental investigations by using appropriate technology	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students design experimental investigations by using appropriate technology.	In the Activity Object, students must provide responses with regard to designing experimental investigations by using appropriate technology. 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	Item Number	Component	Learning Component Description	Assessment Component Description
96	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(v) design experimental investigations by using appropriate technology	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students are asked questions about design experimental investigations by using appropriate technology.	In the Lab Sheet, students are asked a question that expects them to design an experimental investigation by using appropriate technology.
97	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(v) design experimental investigations by using appropriate technology	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students design experimental investigations by using appropriate technology to demonstrate phototropism in plants.	In the Activity Object, students must provide responses with regard to designing experimental investigations by using appropriate technology. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
98	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(v) design experimental investigations by using appropriate technology	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Investigation Sheet, students learn to design experimental investigations by using appropriate technology.	In the Investigation Sheet, students are asked a question that expects them to design an experimental investigation by using appropriate technology.
99	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(v) design experimental investigations by using appropriate technology	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students design experimental investigations by using appropriate technology on homeostasis.	In the Activity Object, students must provide responses with regard to designing experimental investigations by using appropriate technology. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
100	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vi) implement experimental investigations by making observations	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students implement experimental investigations by making observations	In the Activity Object, students must provide responses with regard to implementing experimental investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
101	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vi) implement experimental investigations by making observations	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students are asked questions about implement experimental investigations by making observations.	In the Lab Sheet, students are asked a question that expects them to implement experimental investigations by making observations
102	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vi) implement experimental investigations by making observations	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students implement experimental investigations by making observations on phototropism in plants.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
103	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vi) implement experimental investigations by making observations	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Investigation Sheet, students learn to implement experimental investigations by making observations.	In the Investigation Sheet, students are asked a question that expects them to implement experimental investigations by making observations.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
104	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vi) implement experimental investigations by making observations	TX2_USSXP010404	Conservation of Mass in Chemical Reactions (TX2_USSXP010404)	In the Activity Object, students implement experimental investigations by making observations on conservation of mass in different chemical reactions.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by making observations. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
105	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vii) implement experimental investigations by asking well-defined questions	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students implement experimental investigations by asking well-defined questions.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
106	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vii) implement experimental investigations by asking well-defined questions	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students are asked questions about implement experimental investigations by asking well-defined questions.	In the Lab Sheet, students are asked a question that expects them to implement experimental investigations by asking well-defined questions.
107	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vii) implement experimental investigations by asking well-defined questions	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students implement experimental investigations by asking well-defined questions about phototropism in plants.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
108	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vii) implement experimental investigations by asking well-defined questions	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Investigation Sheet, students learn to implement experimental investigations by asking well-defined questions.	In the Investigation Sheet, students are asked a question that expects them to implement experimental investigations by asking well-defined questions.
109	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(vii) implement experimental investigations by asking well-defined questions	TX2_USSXP160101	Plants' Needs for Photosynthesis (TX2_USSXP160101)	In the Activity Object, students implement experimental investigations by asking well-defined questions on photosynthesis	In the Activity Object, students must provide responses with regard to implementing experimental investigations by asking well-defined questions. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
110	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(viii) implement experimental investigations by formulating testable hypotheses	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students implement experimental investigations by formulating testable hypotheses.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by formulating testable hypotheses. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
111	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(viii) implement experimental investigations by formulating testable hypotheses	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students are asked questions about implement experimental investigations by formulating testable hypotheses.	In the Lab Sheet, students are asked a question that expects them to implement experimental investigations by formulating a testable hypothesis.
112	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(viii) implement experimental investigations by formulating testable hypotheses	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students implement experimental investigations by formulating testable hypotheses on phototropism in plants.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by formulating testable hypotheses. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
113	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(viii) implement experimental investigations by formulating testable hypotheses	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Investigation Sheet, students learn to implement experimental investigations by formulating testable hypotheses.	In the Investigation Sheet, students are asked a question that expects them to implement experimental investigations by formulating a testable hypothesis.
114	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ix) implement experimental investigations by using appropriate equipment	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students implement experimental investigations by using appropriate equipment.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by using appropriate equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
115	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ix) implement experimental investigations by using appropriate equipment	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students are asked questions about implement experimental investigations by using appropriate equipment.	In the Lab Sheet, students are asked a question that expects them to implement experimental investigations by using appropriate equipment..
116	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ix) implement experimental investigations by using appropriate equipment	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Animation, students learn about implementing experimental investigations by using appropriate equipment.	In the Question-Answer Sheet, students are assessed on their ability to implement experimental investigations by using appropriate equipment.
117	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(ix) implement experimental investigations by using appropriate equipment	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students learn about implementing experimental investigations by using appropriate equipment.	In the Lab Sheet, students are assessed on their ability to implement experimental investigations by using appropriate equipment.
118	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(x) implement experimental investigations by using appropriate technology	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students implement experimental investigations by using appropriate technology.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by using appropriate technology. 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	Item Number	Component	Learning Component Description	Assessment Component Description
119	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(x) implement experimental investigations by using appropriate technology	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Lab Sheet, students are asked questions about implement experimental investigations by using appropriate technology.	In the Lab Sheet, students are asked a question that expects them to implement experimental investigations by using appropriate technology.
120	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(x) implement experimental investigations by using appropriate technology	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students implement experimental investigations by using appropriate technology on phototropism in plants.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by using appropriate technology. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
121	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(x) implement experimental investigations by using appropriate technology	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Investigation Sheet, students are expected to implement experimental investigations by using appropriate technology.	In the Investigation Sheet, students are asked a question that expects them to implement experimental investigations by using appropriate technology.
122	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	(x) implement experimental investigations by using appropriate technology	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students implement experimental investigations by using appropriate technology on homeostasis.	In the Activity Object, students must provide responses with regard to implementing experimental investigations by using appropriate technology. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
123	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(i) collect data using the International System of Units (SI)	TX2_USSXP040201	Heat Conduction (TX2_USSXP040201)	In the Activity Object, students collect data using the International System of Units (SI).	
124	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(i) collect data using the International System of Units (SI)	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students collect data using the International System of Units (SI).	In the Activity Sheet, students enter the data that they collect using SI units (g, ml).
125	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(i) collect data using the International System of Units (SI)	TX2_USSSM200102	SI Units and Dimensional Analysis (TX2_USSSM200102)	In the Activity Object, students collect data using the International System of Units (SI).	
126	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(i) collect data using the International System of Units (SI)	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students collect data using the International System of Units (SI).	In the Activity Sheet, students enter data that they collect using SI units (N).
127	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(i) collect data using the International System of Units (SI)	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students use a metric ruler to measure the distance that food coloring travels up a celery stalk.	In the Lab Sheet, students use a metric ruler to measure the distance that food coloring travels up a celery stalk. Students then record their data (in cm) in a table.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
128	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(ii) collect data using qualitative means	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Part 2 of the Activity Object, students collect data using qualitative means.	In the Part 2 of the Activity Object, students collect data using qualitative means. Students provide responses to enter their data into a chart, and their responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
129	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(ii) collect data using qualitative means	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students collect data on electrical conductivity using qualitative means.	In the Activity Sheet, students enter into an assessable table the qualitative data that they collected on the conductivity of substances.
130	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(ii) collect data using qualitative means	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students collect data about whether or not an object moves under a certain combination of forces.	In the Activity Sheet, students are assessed on the data that they collected in the Activity Object, for the movement of objects under a combination of forces.
131	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(ii) collect data using qualitative means	TX2_USSSM130101	Drilling into Groundwater (TX2_USSSM130101)	In the Activity Object, students collect data using qualitative means.	
132	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(ii) collect data using qualitative means	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students collect data using qualitative means.	
133	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iii) record data using the International System of Units (SI)	TX2_USSXP040201	Heat Conduction (TX2_USSXP040201)	In the Activity Object, students record data using the International System of Units (SI).	In the Lab Sheet, students record temperature in Celsius.
134	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iii) record data using the International System of Units (SI)	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students record data using the International System of Units (SI).	In the Activity Sheet, students record the data that they collect using SI units (g, ml).
135	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iii) record data using the International System of Units (SI)	TX2_USSSM200102	SI Units and Dimensional Analysis (TX2_USSSM200102)	In the Activity Object, students record data using the International System of Units (SI).	
136	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iii) record data using the International System of Units (SI)	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students record data using the International System of Units (SI).	In the Activity Sheet, students record the data that they collect using SI units (N)
137	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iii) record data using the International System of Units (SI)	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students use a metric ruler to measure the distance that food coloring travels up a celery stalk. Students then record their data (in cm) in a table.	In the Lab Sheet, students use a metric ruler to measure the distance food coloring travels up a celery stalk. Students then record their data (in cm) in a table.
138	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iv) record data using qualitative means	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students record data using qualitative means.	In the Part 2 of the Activity Object, students collect and then record qualitative data in a chart. The data is recorded from student responses that are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
139	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iv) record data using qualitative means	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students record data using qualitative means.	In the Activity Sheet, students record in a table the qualitative data that they collected on the conductivity of substances.
140	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iv) record data using qualitative means	TX2_USSSM130101	Drilling into Groundwater (TX2_USSSM130101)	In the Activity Object, students record data using qualitative means.	
141	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iv) record data using qualitative means	TX2_USSXP160301	Phototropism in Plants (TX2_USSXP160301)	In the Activity Object, students record data using qualitative means.	
142	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(C) collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	(iv) record data using qualitative means	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	In the Lab Sheet, students use pH test strips. Students then record, in a table, the color changes observed in different water samples.	In the Lab Sheet, students use pH test strips. Students then record, in a table, the color changes observed in different solutions.
143	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(i) construct tables using repeated trials and means to organize data	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students conduct experiments with repeated trials, using various combinations of weights. Students then construct a table of data from these trials.	In the Activity Sheet, students record, in a table, the data that they collected from their repeated trials in the Activity Object.
144	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(i) construct tables using repeated trials and means to organize data	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	The Lab Sheet teaches students about using repeated trials to construct tables that organize data.	The Lab Sheet assesses students on their ability to use repeated trials to accurately construct tables that organize data.
145	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(i) construct tables using repeated trials and means to organize data	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students construct tables using repeated trials and means to organize data.	In the Activity Sheet, students create a table to organize the data from their repeated experimental trials in the Activity Object. Students then average the data to find patterns.
146	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(ii) construct tables using repeated trials and means to identify patterns	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students experiment with various combinations of weights and then build a table of data from their repeated trials. Students later identify patterns in the motion of objects based on the combinations of weights that were used.	In the Activity Sheet, students construct a table to record the data that they collected from their repeated trials in the Activity Object. Students then use patterns in this data to answer a question about the relationship between force and motion.
147	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(ii) construct tables using repeated trials and means to identify patterns	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Lab Sheet, students construct tables using repeated trials and means to identify patterns.	
148	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(ii) construct tables using repeated trials and means to identify patterns	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students construct tables using repeated trials and means to organize data and identify patterns.	In the Activity Sheet, students create a table to organize the data from their repeated experimental trials in the Activity Object. Students then average the data to find patterns.
149	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(ii) construct tables using repeated trials and means to identify patterns	TX2_USSXP010404	Conservation of Mass in Chemical Reactions (TX2_USSXP010404)	In the Activity Object, students construct tables using repeated trials and means to identify patterns of the conservation of mass in different chemical reactions.	
150	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(iii) construct graphs using repeated trials and means to organize data	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Lab Sheet, students construct graphs using repeated trials and means to organize data.	The Lab Sheet assesses students on their ability to construct graphs using repeated trials and means to organize data.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
151	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(iii) construct graphs using repeated trials and means to organize data	TX2_USSSM190301	Graphical Visualization of Air Pollution (TX2_USSSM190301)	In the Activity Object, students learn to construct graphs using repeated trials and means to organize data.	In the Activity Sheet, students record data from their repeated trials in the Activity Object. Students construct a graph of their data, and are asked to explain the purpose and utility of graphs to identify patterns.
152	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(iv) construct graphs using repeated trials and means to identify patterns	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Lab Sheet, students construct graphs using repeated trials and means to identify patterns.	The Lab Sheet assesses students on their ability to construct graphs using repeated trials and means to identify patterns.
153	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(iv) construct graphs using repeated trials and means to identify patterns	TX2_USSSM190301	Graphical Visualization of Air Pollution (TX2_USSSM190301)	In the Activity Object, students construct graphs using repeated trials and means to identify patterns.	In the Activity Sheet, students record data from the Activity Object in a graph. Students are also asked to explain the purpose and utility of graphs to identify patterns.
154	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(iv) construct graphs using repeated trials and means to identify patterns	TX2_USSSM080202	Truck On: Position-Time and Velocity-Time Graphs (TX2_USSSM080202)	In Part 1 of the Activity Object, students construct graphs of a moving vehicle in order to identify patterns.	In the Activity Object, students must submit responses to identify patterns from graphs. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
155	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(D) construct tables and graphs, using repeated trials and means, to organize data and identify patterns	(iv) construct graphs using repeated trials and means to identify patterns	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	The animation shows students how to construct a graph to show patterns from data that is contained in a table.	In the Question-Answer Sheet, students construct a motion graph from data in a table. Students then interpret the pattern shown on the graph.
156	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(i) analyze data to formulate reasonable explanations	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students analyze data to formulate reasonable explanations.	In the Activity Sheet, students complete a table in which organisms are classified as either prokaryotes or eukaryotes. These classifications are made based on the data students collected in Section 2 of the Activity Object, and also on student analysis of that data.
157	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(i) analyze data to formulate reasonable explanations	TX2_USSSM160111	Investigating Photosynthesis with Van Helmont (TX2_USSSM160111)	In the Activity Object, students analyze data to formulate reasonable explanations.	In the Activity Object, students analyze data to formulate reasonable explanations. These explanations are conveyed through responses to questions posed by the Activity Object software, which assesses the student responses and provides appropriate feedback as students work through the exercises.
158	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(i) analyze data to formulate reasonable explanations	TX2_USSSM160112	Investigating Photosynthesis with Priestley and Ingenhousz (TX2_USSSM160112)	In the Activity Object, students analyze data to formulate reasonable explanations.	The Activity Sheet asks questions that assess students' ability to analyze data to formulate reasonable explanations.
159	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(i) analyze data to formulate reasonable explanations	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students 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.	In the Lab Sheet, students measure the distance that food coloring travels up a celery stalk under different conditions. Students are then assessed on their ability to analyze the data to decide if it supports the theory of evapotranspiration.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
160	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(ii) analyze data to communicate valid conclusions supported by the data	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Activity Object, students analyze data to communicate valid conclusions supported by the data. Students provide numerous responses as requested by the Activity Object software, using available data to make conclusions that they feel are supported by the data.	In the Activity Sheet, students analyze data to communicate valid conclusions supported by the data. Students complete a table in which organisms are classified as either prokaryotes or eukaryotes. These classifications are made based on the data students collected in Section 2 of the Activity Object, and also on student analysis of that data.
161	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(iii) analyze data to predict trends	TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students use several different quantities of marbles and measure both mass and volume. From the data, students predict trends to decide if density varies within substances or between them.	In the Activity Sheet, students predict trends by analyzing measured data.
162	(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	(iii) analyze data to predict trends	TX2_USSSM190301	Graphical Visualization of Air Pollution (TX2_USSSM190301)	In the Activity Object, students construct graphs and analyze the data to identify patterns and predict trends.	In the Activity Sheet, students record data from the Activity Object and explain the purpose and utility of graphs to identify patterns and predict trends.
163	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 are shown how to use empirical evidence to analyze scientific explanations.	Q1 of the Investigation Sheet assesses students on their ability to analyze scientific explanations by using empirical evidence.
164	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students analyze scientific explanations by using empirical evidence.	In the Investigation Sheet, students are asked to analyze scientific explanations by using empirical evidence.
165	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 to analyze scientific explanations by using empirical evidence.
166	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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.	In the Activity Object, students must provide responses with regard to analyzing scientific explanations by using logical reasoning. 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	Item Number	Component	Learning Component Description	Assessment Component Description
167	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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)		Q2 of the Investigation Sheet asks students to analyze scientific explanations by using logical reasoning.
168	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 in the "Learner Journal" section of the Activity Sheet ask students to analyze and evaluate scientific explanations by using experimental testing.
169	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 that require them to evaluate scientific explanations by using experimental testing.
170	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 that require them to analyze scientific explanations by using observational testing.
171	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 in the "Learner Journal" section of the Activity Sheet ask students to analyze and evaluate scientific explanations by using observational testing.
172	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(v) in all fields of science, analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM010502	Atomic Model History: From Rutherford to Bohr (TX2_USSSM010502)	The Activity Object explains the historical development of atomic models from Rutherford to Bohr. Students examine all sides of evidence for these varying scientific explanations.	In the Investigation Sheet, students are asked questions that require them to analyze scientific explanations about the atomic model, by examining all sides of evidence for those scientific explanations.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
173	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 examines the evidence to support various scientific explanations that could explain which animals lived in the area.	Q2 and Q3 of the "Doing the Activity" section in the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity Object" section of the Activity Sheet, ask students to analyze and evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
174	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 analyzes scientific explanations, including examining all sides of scientific evidence of those scientific explanations.	The Question-Answer Sheet asks students to analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
175	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 Investigation Sheet, students learn about using empirical evidence to evaluate scientific explanations.	
176	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 that require them to evaluate scientific explanations by using empirical evidence.
177	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students evaluate scientific explanations by using empirical evidence.	In the Investigation Sheet, students are asked to evaluate scientific explanations by using empirical evidence.
178	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 to evaluate scientific explanations by using empirical evidence.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
179	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 evaluating scientific explanations by using logical reasoning. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
180	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 of the Investigation Sheet requires students to evaluate scientific explanations by using logical reasoning.
181	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 that require them to evaluate scientific explanations by using experimental testing.
182	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 in the "Learner Journal" section of the Activity Sheet ask students to analyze and evaluate scientific explanations by using experimental testing.
183	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 that require them to evaluate scientific explanations by using observational testing.
184	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(ix) in all fields of science, evaluate scientific explanations by using observational testing	TX2_USSSM160210	Life Cycle of Animals (TX2_USSSM160210)	In the Activity Object, students evaluate scientific explanations by using observational testing.	Q1-Q2-Q3-Q4-Q5-Q6 in the "Learner Journal" section of the Activity Sheet ask students to analyze and evaluate scientific explanations by using observational testing.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
185	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(x) in all fields of science, evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM010502	Atomic Model History: From Rutherford to Bohr (TX2_USSSM010502)	The Activity Object explains the historical development of atomic models from Rutherford to Bohr. Students evaluate all sides of scientific evidence for the scientific explanations of the models.	In the Investigation Sheet, students are asked questions that require them to evaluate scientific explanations by examining all sides of evidence for those scientific explanations.
186	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(x) in all fields of science, evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSSM180103	Analysis of Fossil Evidence (TX2_USSSM180103)	The Activity Object presents data about fossils found in a certain area and examines all sides of the scientific evidence that supports the scientific explanations about the animals who lived in the area.	Q2 and Q3 of the "Doing the Activity" section in the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity Object" section of the Activity Sheet, ask students to analyze and evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
187	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(x) in all fields of science, evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations	TX2_USSAN200113	Applying and Communicating Scientific Information (TX2_USSAN200113)	The Animation teaches students about examining all sides of scientific evidence as it relates to evaluating scientific explanations.	The Question-Answer Sheet asks students to evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
188	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	TX2_USSXP160101	Plants' Needs for Photosynthesis (TX2_USSXP160101)	In Part 2 of the Activity Object, students critique scientific explanations by using empirical evidence.	In the Investigation Sheet, students are asked questions that require them to critique scientific explanations by using empirical evidence.
189	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Investigation Sheet, students learn about using empirical evidence to critique scientific explanations.	
190	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students critique scientific explanations by using empirical evidence.	In the Investigation Sheet, students are asked to critique scientific explanations by using empirical evidence.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
191	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xi) in all fields of science, critique scientific explanations by using empirical evidence	TX2_USSXP160101	Plants' Needs for Photosynthesis (TX2_USSXP160101)	In Part 2 of the Activity Object, students critique scientific explanations by using empirical evidence.	In the Investigation Sheet, students are asked to critique scientific explanations by using empirical evidence.
192	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student	(xii) in all fields of science, critique scientific explanations by using logical reasoning	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Activity Object, students critique scientific explanations by using logical reasoning.	In the Activity Object, students must provide responses with regard to critiquing scientific explanations by using logical reasoning. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
193	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 of the Investigation Sheet asks students to critique scientific explanations by using logical reasoning.
194	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 a question for which they must critique scientific explanations by using experimental testing.
195	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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.	In the Activity Sheet, students are asked a question for which they must critique scientific explanations by using experimental testing.
196	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 a question that requires them to critique scientific explanations by using observational testing.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
197	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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.	In the Activity Sheet, students are asked a question for which they must critique scientific explanations by using observational testing.
198	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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. Students critique all sides of scientific evidence for the scientific explanations of the models.	In the Investigation Sheet, students are asked questions that require them to critique scientific explanations by examining all sides of evidence for those scientific explanations.
199	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 evaluates this evidence to support explanations about the animals who lived in the area.	In the "Reflections" section of the Activity Sheet, students are asked a question in which they have to critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
200	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. 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 about critiquing all sides of scientific evidence as it relates to evaluating scientific explanations.	The Question-Answer Sheet asks students to critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations.
201	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(B) use models to represent aspects of the natural world such as a model of Earth's layers	(i) use models to represent aspects of the natural world	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In Part 2 of the Activity Object, students create a virtual model of the layers of the Earth.	In the Activity Object, students must provide responses with regard to building the model of the layers of the Earth. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
202	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(B) use models to represent aspects of the natural world such as a model of Earth's layers	(i) use models to represent aspects of the natural world	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	The 3D model represents aspects of the solar system.	
203	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(B) use models to represent aspects of the natural world such as a model of Earth's layers	(i) use models to represent aspects of the natural world	TX2_USSSM150101	Formation of Seasons (TX2_USSSM150101)	In the Investigation Sheet, students create a model, using foam spheres, to demonstrate the Earth's rotation, and its revolution around the sun.	In the Investigation Sheet, students use their model of the Earth's layers to answer various questions that assess their understanding of the exercise.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
204	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(i) identify advantages of models	TX2_USSAN200107	Life Science Models (TX2_USSAN200107)	The Animation identifies advantages of models.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet ask students to identify advantages of models.
205	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(i) identify advantages of models	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	By using the interactive and informative software, students see the advantages of using a model to represent the solar system.	
206	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(i) identify advantages of models	TX2_USSSM150202	Space Objects: Interactions Due to Gravitational Forces (TX2_USSSM150202)	The Activity Object uses models to explain that gravity is the force that governs the motion of our solar system. Students see that models can be used to help make difficult or large concepts easier to understand.	In the Activity Sheet, students answer a question that requires them to identify the advantages and disadvantages of using the Activity Object model to represent objects.
207	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(ii) identify limitations of models	TX2_USSAN200107	Life Science Models (TX2_USSAN200107)	The Animation identifies limitations of models.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet ask students to identify advantages and disadvantages of models.
208	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(ii) identify limitations of models	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	By using the interactive and informative software, students see the advantages, and disadvantages, of using a model to represent the solar system.	
209	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(ii) identify limitations of models	TX2_USSSM150202	Space Objects: Interactions Due to Gravitational Forces (TX2_USSSM150202)	The Activity Object explains that gravity is the force that governs the motion of our solar system.	In the Activity Sheet, students answer a question that requires them to identify the advantages and disadvantages of using the Activity Object model to represent objects.
210	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content	(i) relate the impact of research on scientific thought, including the history of science	TX2_USSAN200112	The Impact of Scientific Advances on Science and Society (TX2_USSAN200112)	The Animation relates the impacts of the scientific contributions of a variety of historical scientists on scientific thought.	In the Question-Answer Sheet, students are asked a question in which they must explain how scientific research changed scientific thought and the history of science.
211	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content	(i) relate the impact of research on scientific thought, including the history of science	TX2_USSAN200116	History of Biology (TX2_USSAN200116)	The Animation relates the impact of research on scientific thought, including the history of science, with regard to the field of biology.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet, ask students to relate the impact of research on scientific thought, including the history of biology.
212	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content	(i) relate the impact of research on scientific thought, including the history of science	TX2_USSAN200121	History of Chemistry (TX2_USSAN200121)	The Animation relates the impact of research on scientific thought, including the history of science, with regard to the field of chemistry.	The Question-Answer Sheet asks students to relate the impact of research on scientific thought, including the history of chemistry.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
213	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content	(i) relate the impact of research on scientific thought, including the history of science	TX2_USSAN200122	History of Physics (TX2_USSAN200122)	The Animation relates the impact of research on scientific thought, including the history of science, with regard to the field of physics.	The Question-Answer Sheet, ask students to relate the impact of research on scientific thought, including the history of physics.
214	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(ii) relate the impact of research on society, including the history of science	TX2_USSAN200112	The Impact of Scientific Advances on Science and Society (TX2_USSAN200112)	The Animation explains the impacts of the scientific contributions of a variety of historical scientists on society.	In the Question-Answer Sheet, students are asked a question in which they must explain how scientific research impacted society, including the history of science.
215	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(ii) relate the impact of research on society, including the history of science	TX2_USSAN200116	History of Biology (TX2_USSAN200116)	The Animation relates the impact of research on society, including the history of science, with regard to the field of biology.	Questions in the "After the Animation" section of the Question-Answer Sheet ask students to relate the impact of research on society, including the history of biology.
216	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(ii) relate the impact of research on society, including the history of science	TX2_USSAN200121	History of Chemistry (TX2_USSAN200121)	The Animation relates the impact of research on society, including the history of science, with regard to the field of chemistry.	The Question-Answer Sheet asks students to relate the impact of research on society, including the history of chemistry.
217	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(ii) relate the impact of research on society, including the history of science	TX2_USSAN200122	History of Physics (TX2_USSAN200122)	The Animation relates the impact of research on society, including the history of science, with regard to the field of physics.	The Question-Answer Sheet asks students to relate the impact of research on society, including the history of physics.
218	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iii) relate the impact of research on scientific thought including the contributions of scientists as related to the content	TX2_USSAN200112	The Impact of Scientific Advances on Science and Society (TX2_USSAN200112)	The Animation explains the impacts of the scientific contributions of a variety of historical scientists on scientific thought, including the contributions of scientists as related to the content.	In the Question-Answer Sheet, students are asked a question in which they relate the impact of research on scientific thought, including the contributions of scientists as related to the content.
219	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iii) relate the impact of research on scientific thought including the contributions of scientists as related to the content	TX2_USSAN200116	History of Biology (TX2_USSAN200116)	The Animation relates the impact of research on scientific thought, including the contributions of scientists as related to the content, with regard to the field of biology.	Questions in the "After the Animation" section of the Question-Answer Sheet ask students to relate the impact of research on scientific thought, including the contributions of scientists as related to the content, with regard to the field of biology.
220	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iii) relate the impact of research on scientific thought including the contributions of scientists as related to the content	TX2_USSAN200121	History of Chemistry (TX2_USSAN200121)	The Animation relates the impact of research on scientific thought, including the contributions of scientists as related to the content, with regard to the field of chemistry.	The Question-Answer Sheet asks students to relate the impact of research on scientific thought, including the contributions of scientists as related to the content, with regard to the field of chemistry.
221	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iii) relate the impact of research on scientific thought including the contributions of scientists as related to the content	TX2_USSAN200122	History of Physics (TX2_USSAN200122)	The Animation relates the impact of research on scientific thought, including the contributions of scientists as related to the content, with regard to the field of physics.	The Question-Answer Sheet asks students to relate the impact of research on scientific thought, including the contributions of scientists as related to the content, with regard to the field of physics.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
222	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iv) relate the impact of research on society, including the contributions of scientists as related to the content	TX2_USSAN200112	The Impact of Scientific Advances on Science and Society (TX2_USSAN200112)	The Animation explains the impacts of the scientific contributions of a variety of historical scientists on society, including the contributions of scientists as related to the content.	In the Question-Answer Sheet, students are asked a question in which they relate the impact of research on society, including the contributions of scientists as related to the content.
223	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iv) relate the impact of research on society, including the contributions of scientists as related to the content	TX2_USSAN200116	History of Biology (TX2_USSAN200116)	The Animation relates the impact of research on society, including the contributions of scientists as related to the content, with regard to the field of biology.	Questions in the "After the Animation" section of the Question-Answer Sheet ask students to relate the impact of research on society, including the contributions of scientists as related to the content, with regard to the field of biology.
224	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iv) relate the impact of research on society, including the contributions of scientists as related to the content	TX2_USSAN200121	History of Chemistry (TX2_USSAN200121)	The Animation relates the impact of research on society, including the contributions of scientists as related to the content, with regard to the field of chemistry.	The Question-Answer Sheet asks students to relate the impact of research on society, including the contributions of scientists as related to the content, with regard to the field of chemistry.
225	(3) Scientific investigation and reasoning. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists. The student is expected to:	(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.	(iv) relate the impact of research on society, including the contributions of scientists as related to the content	TX2_USSAN200122	History of Physics (TX2_USSAN200122)	The Animation relates the impact of research on society, including the contributions of scientists as related to the content, with regard to the field of physics.	The Question-Answer Sheet asks students to relate the impact of research on society, including the contributions of scientists as related to the content, with regard to the field of physics.
226	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(i) use appropriate tools to collect information, including beakers	TX2_USSAN190103	Competition in Ecosystems (TX2_USSAN190103)	The Lab Sheet involves investigations in which information is collected with the use of beakers.	The Lab Sheet assesses the use of beakers.
227	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(i) use appropriate tools to collect information, including beakers	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students collect information using tools, including beakers.	
228	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(i) use appropriate tools to collect information, including beakers	TX2_USSSM050101	Separation of Mixtures (TX2_USSSM050101)	In the Activity Object, students collect information using tools, including beakers.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
229	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(i) use appropriate tools to collect information, including beakers	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	In the Lab Sheet, students use a beaker during an investigation involving the measurement of the pH of water samples.	Q4 of the Lab Sheet assesses the use of the beaker during an investigation involving the measurement of the pH of water samples.
230	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(i) use appropriate tools to collect information, including beakers	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students use beakers to collect information during an investigation.	The Lab Sheet assesses the use of beakers.
231	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(ii) use appropriate tools to collect information, including Petri dishes	TX2_USSXP190101	Environmental Factors That Affect the Growth of Molds (TX2_USSXP190101)	In the Lab Sheet, students use Petri dishes to collect information on seed germination under different light conditions.	In the Lab Sheet, students record data on seed germination from seeds grown in Petri dishes.
232	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(ii) use appropriate tools to collect information, including Petri dishes	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	The Activity Object demonstrates use of appropriate tools to collect information, including Petri dishes.	
233	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(iii) use appropriate tools to collect information, including meter sticks	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows how to collect information using tools, including meter sticks.	Q5-Q6-Q7-Q8 in the Enrichment Sheet assess students on their ability to collect information using meter sticks.
234	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(iii) use appropriate tools to collect information, including meter sticks	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows students how to use appropriate tools to collect information, including meter sticks.	Q11 of the Enrichment Sheet assesses the use of a meter stick in the investigation.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
235	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(iv) use appropriate tools to collect information, including graduated cylinders	TX2_USSAN190103	Competition in Ecosystems (TX2_USSAN190103)	In the Lab Sheet, students use graduated cylinders as part of an investigation, in order to collect information.	Q12 of the Lab Sheet assesses the use of a graduated cylinder in the investigation.
236	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(iv) use appropriate tools to collect information, including graduated cylinders	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students collect information using tools, including graduated cylinders.	Q1 of the "Doing the Activity Object" section in the Activity Sheet assesses students on their ability to collect information using graduated cylinders.
237	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(v) use appropriate tools to collect information, including hot plates	TX2_USSXP020201	Melting and Boiling Points: Different Materials, Different Amounts (TX2_USSXP020201)	In the Activity Object, students collect information by using hot plates.	In the Activity Sheet, students record data for melting and boiling points, which are collected during the Activity Object interaction, with the aid of a hot plate.
238	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(v) use appropriate tools to collect information, including hot plates	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	In the Lab sheet, students carry out an investigation in which data is gathered with the aid of a hot plate.	In the Lab Sheet, data is collected with the use of a hot plate.
239	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(vi) use appropriate tools to collect information, including test tubes	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	In the Lab Sheet, students carry out two investigations in which they collect information by using test tubes.	In the Lab Sheet, data collected with the use of test tubes is analyzed.
240	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(vi) use appropriate tools to collect information, including test tubes	TX2_USSSM160110	The Effect of Temperature on Enzyme Activity (TX2_USSSM160110)	In the Activity Object, students collect information by using test tubes.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
241	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(vi) use appropriate tools to collect information, including test tubes	TX2_USSAN020201	Boiling, Condensation, Freezing, and Melting Points (TX2_USSAN020201)	The Animation shows students how to collect information by using test tubes.	
242	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(vii) use appropriate tools to collect information, including triple beam balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)	In the Activity Object, students collect information using tools, including triple beam balances.	Q2 of the Assessment in the Activity Object, as well as Q1 of the "Learner Journal" section in the Activity Sheet, assess students' ability to collect information using triple beam balances.
243	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(vii) use appropriate tools to collect information, including triple beam balances	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows students how to collect information using tools, including triple beam balances.	Q3 and Q4 of the Enrichment Sheet ask students how to collect information using triple beam balances.
244	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(viii) use appropriate tools to collect information, including microscopes	TX2_USSSM160101	Exploring Cells with a Microscope (TX2_USSSM160101)	In the Activity Object, students collect information using tools, including microscopes.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object assess students on their ability to collect information using microscopes.
245	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(viii) use appropriate tools to collect information, including microscopes	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	The Activity Object requires use of appropriate tools to collect information, including microscopes.	
246	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(viii) use appropriate tools to collect information, including microscopes	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students observe features of insects with a microscope.	Q4 of the Lab Sheet asks students to record the observations they made with the microscope.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
247	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(viii) use appropriate tools to collect information, including microscopes	TX2_USSAN160104	Levels of Organization in Plants (TX2_USSAN160104)	In the Lab Sheet, students observe features of onion cells with a microscope.	In the Lab Sheet, students diagram the observations they made with the microscope.
248	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(ix) use appropriate tools to collect information, including thermometers	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	The Animation shows how to collect information using tools, including thermometers.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet ask students about how to collect data using thermometers.
249	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(ix) use appropriate tools to collect information, including thermometers	TX2_USSXP040201	Heat Conduction (TX2_USSXP040201)	In the Activity Object, students collect information using tools, including Celsius thermometers.	During the interaction in the Activity Object, the correct use of the thermometer is assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
250	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(ix) use appropriate tools to collect information, including thermometers	TX2_USSXP020202	Melting and Boiling Points: Heating Curves (TX2_USSXP020202)	In the Activity Object, students collect information using tools, including Celsius thermometers.	During the interaction in the Activity Object, the correct use of the thermometer is assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
251	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(x) use appropriate tools to collect information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to collect information with calculators.	The Question-Answer Sheet asks a question about the function of calculators.
252	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(x) use appropriate tools to collect information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 asks students to collect information with a calculator.	Investigation Sheet 1 assesses students' ability to collect information with a calculator.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
253	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(x) use appropriate tools to collect information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 asks students to collect information with a calculator.	Investigation Sheet 2 assesses students' ability to collect information with a calculator.
254	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xi) use appropriate tools to collect information, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 asks students to collect information with a computer.	Investigation Sheet 1 assesses students' ability to collect information with a computer.
255	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xi) use appropriate tools to collect information, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 asks students to collect information with a computer.	Investigation Sheet 2 assesses students' ability to collect information with a computer.
256	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xi) use appropriate tools to collect information, including computers	TX2_USSSM010202	Calculating Atomic Mass (TX2_USSSM010202)	In the Activity Object, students collect information using tools, including computers.	
257	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xii) use appropriate tools to collect information, including timing devices	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object demonstrates how to collect information by using stopwatches.	In Part 3 of the Activity Object, students record the number of contractions that occur per unit time, with the aid of a stopwatch, in a table. The correct use of the watch to measure time periods is assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
258	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xii) use appropriate tools to collect information, including timing devices	TX2_USSAN080202	Calculating Average Speed (TX2_USSAN080202)	The Animation shows how to collect information using tools, including stopwatches.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
259	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xii) use appropriate tools to collect information, including timing devices	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students use a stopwatch during an investigation, in order to collect information.	Q6 of the Lab Sheet asks students to provide the time measurements they made with the stopwatch.
260	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiii) use appropriate tools to collect information, including other equipment as needed	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students use shoeboxes to collect investigative information about the effects that abiotic factors have on plant growth.	The Lab Sheet assesses the use of the shoeboxes to collect information.
261	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiii) use appropriate tools to collect information, including other equipment as needed	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object requires the use of appropriate tools to collect information, including equipment such as a scale to measure mass, and a beaker to measure volume. Students also use a bulb, a voltage source, and wires to determine electrical conductivity.	In the Activity Object, students must provide responses with regard to the correct use of equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
262	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiii) use appropriate tools to collect information, including other equipment as needed	TX2_USSXP110302	Color Absorption and Reflection: Light into Heat Energy (TX2_USSXP110302)	The Activity Object requires the use of appropriate tools to collect information, including equipment such as light bulbs and a thermometer.	In the Activity Object, students must provide responses with regard to the correct use of equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
263	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiii) use appropriate tools to collect information, including other equipment as needed	TX2_USSXP040202	Light Intensity and Distance from the Source (TX2_USSXP040202)	The Activity Object requires the use of appropriate tools to collect information, including other equipment as needed, such as light source and photovoltaic battery.	In the Activity Object, students must provide responses with regard to the correct use of equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
264	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiii) use appropriate tools to collect information, including other equipment as needed	TX2_USSSM010502	Atomic Model History: From Rutherford to Bohr (TX2_USSSM010502)	In the Lab Sheet, students collect information by conducting an investigation using a spectroscope, gas-filled spectrum tubes, metal loops, an alcohol burner, light bulbs, and salt.	The Lab Sheet assesses the appropriate use of the equipment to collect information.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
265	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiv) use appropriate tools to record information, including journals/notebooks	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students use appropriate tools to record information, including notebooks.	The Investigation Sheet assesses the use of notebooks to record information.
266	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xiv) use appropriate tools to record information, including journals/notebooks	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students must use a lab notebook during an investigation.	The Lab Sheet assesses the use of lab notebooks to record information.
267	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xv) use appropriate tools to record information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to record information with calculators.	The Question-Answer sheet asks a question about the function of calculators.
268	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xv) use appropriate tools to record information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 tells students how to record information with a calculator.	Investigation Sheet 1 assesses students' ability to record information with a calculator.
269	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xv) use appropriate tools to record information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 tells students how to record information with a calculator.	Investigation Sheet 2 assesses students' ability to record information with a calculator.
270	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xv) use appropriate tools to record information, including calculators	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students record information by using calculators.	In the "Doing the Activity" section of the Activity Sheet, students record the information obtained in the Activity Object in a table. To obtain values for density, students require the use of a calculator.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
271	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvi) use appropriate tools to record information, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to record information with computers.	The Question-Answer sheet asks a question about the function of computers.
272	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvi) use appropriate tools to record information, 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.
273	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvi) use appropriate tools to record information, 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.
274	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvi) use appropriate tools to record information, including computers	TX2_USSSM010202	Calculating Atomic Mass (TX2_USSSM010202)	The Activity Object requires the student to record information using tools, including computers.	
275	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvii) use appropriate tools to record information including other equipment as needed	TX2_USSAN200108	Tools for Scientific Analysis: Tape Measures (TX2_USSAN200108)	In the Lab Sheet, students conduct an investigation in which they must use markers and tape to record the identity of experimental treatments in beakers.	The Lab Sheet assesses the use of markers and tape to record the contents of beakers.
276	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvii) use appropriate tools to record information including other equipment as needed	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object requires the use of appropriate tools to record information, including equipment such as a scale to measure mass; a beaker to measure volume; and a bulb, a voltage source, and wires to determine electrical conductivity.	In the Activity Object, students must provide responses with regard to the correct use of equipment for recording data. 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	Item Number	Component	Learning Component Description	Assessment Component Description
277	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvii) use appropriate tools to record information including other equipment as needed	TX2_USSXP110302	Color Absorption and Reflection: Light into Heat Energy (TX2_USSXP110302)	The Activity Object requires the use of appropriate tools to record information, including equipment such as light bulbs and a thermometer.	In the Activity Object, students must provide responses with regard to the correct use of equipment for recording data. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
278	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvii) use appropriate tools to record information including other equipment as needed	TX2_USSXP040202	Light Intensity and Distance from the Source (TX2_USSXP040202)	The Activity Object requires the use of appropriate tools to record information, including equipment such as a light source and a photovoltaic battery.	In the Activity Object, students must provide responses with regard to the correct use of equipment for recording data. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
279	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xvii) use appropriate tools to record information including other equipment as needed	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object records information by having students use stopwatches.	In Part 3 of the Activity Object, students measure time intervals with a stopwatch, and record data in a table. Students complete the data table by providing responses that are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
280	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xviii) use appropriate tools to analyze information, including journals/notebooks	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students analyze information by using lab notebooks.	In the Activity Object, students are assessed on the use of appropriate tools to analyze information, including lab notebooks. Students provide responses that are to be placed in the lab notebook/experiment report. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
281	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xviii) use appropriate tools to analyze information, including journals/notebooks	TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Investigation Sheet, students use appropriate tools to analyze information, including lab notebooks.	In the Investigation Sheet, students are assessed on the use of appropriate tools to analyze information, including lab notebooks.
282	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xviii) use appropriate tools to analyze information, including journals/notebooks	TX2_USSXP160108	Diffusion (TX2_USSXP160108)	In the Activity Object, students analyze information by using lab journals.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
283	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xviii) use appropriate tools to analyze information, including journals/notebooks	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Lab Sheet, students must use a lab notebook to record observations, and then analyze the recorded observations to make conclusions.	The Lab Sheet requires data be kept in a lab notebook. The Lab Sheet includes questions in which this data is analyzed and used for assessment.
284	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xix) use appropriate tools to analyze information, including beakers	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object requires the use of appropriate tools to analyze information, including beakers.	In the Activity Sheet, students are assessed on their ability to analyze data from the experiments that involved beakers.
285	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xix) use appropriate tools to analyze information, including beakers	TX2_USSSM050101	Separation of Mixtures (TX2_USSSM050101)	The Activity Object requires the use of appropriate tools to analyze information, including beakers.	In the Activity Sheet, students are assessed on their ability to analyze data from the experiments that involved beakers.
286	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xix) use appropriate tools to analyze information, including beakers	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	In the Lab Sheet, students must use clean glass beakers while measuring and analyzing the pH of water samples.	Q4 of the Lab Sheet assesses the use of a clean glass beaker. Data obtained from the measurements is analyzed by the students in the Lab Sheet.
287	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xix) use appropriate tools to analyze information, 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.
288	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xx) use appropriate tools to analyze information, including Petri dishes	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	The Activity Object requires use of appropriate tools to analyze information, including Petri dishes.	In the Activity Sheet, students are assessed on their ability to analyze data from the experiments that involved Petri dishes.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
289	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xx) use appropriate tools to analyze information, including Petri dishes	TX2_USSXP190101	Environmental Factors That Affect the Growth of Molds (TX2_USSXP190101)	In the Lab Sheet, students use Petri dishes to collect information on seed germination under different light conditions. Data is recorded in a table and then analyzed.	In the Lab Sheet, students analyze data gathered on seed germination from seeds grown in Petri dishes. Students answer questions about the effect of light on germination.
290	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxi) use appropriate tools to analyze information, including meter sticks	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows students how to use appropriate tools to collect information, including meter sticks.	
291	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxi) use appropriate tools to analyze information, including meter sticks	TX2_USSAN080102	Lab Equipment: Mechanics (TX2_USSAN080102)	The Animation shows students how to use appropriate tools to analyze information, including meter sticks.	Q11 of the Enrichment Sheet assesses the use of a meter stick in the investigation.
292	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxii) use appropriate tools to analyze information, including graduated cylinders	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object requires the use of appropriate tools to collect information, including graduated cylinders.	In Section 1 of the Activity Object, students measure the volume of unknown substances with a cylinder and record the data in a table. This and other data entered in the table is then analyzed, and the identities of the unknown substances are determined. Student responses with regard to the data are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
293	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiii) use appropriate tools to analyze information, including hot plates	TX2_USSXP020201	Melting and Boiling Points: Different Materials, Different Amounts (TX2_USSXP020201)	In the Activity Object, students analyze information obtained by using hot plates.	In the Activity Sheet, students analyze data collected in experiments that involve hot plates.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
294	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiii) use appropriate tools to analyze information, including hot plates	TX2_USSSM160110	The Effect of Temperature on Enzyme Activity (TX2_USSSM160110)	In the Activity Object, students analyze information obtained by using hot plates.	In the Activity Sheet, students analyze data collected in experiments that involve hot plates.
295	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiii) use appropriate tools to analyze information, including hot plates	TX2_USSAN020201	Boiling, Condensation, Freezing, and Melting Points (TX2_USSAN020201)	The Animation analyzes information obtained by using test tubes and hot plates.	In the Question-Answer Sheet, students analyze data collected in experiments that involve hot plates.
296	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiii) use appropriate tools to analyze information, 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 hot plate.	In the Lab Sheet, data collected with the use of a hot plate is analyzed.
297	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiv) use appropriate tools to analyze information, including test tubes	TX2_USSXP020201	Melting and Boiling Points: Different Materials, Different Amounts (TX2_USSXP020201)	In the Activity Object, students analyze the information obtained by using test tubes.	In the Activity Sheet, students analyze data collected in experiments that involve test tubes.
298	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiv) use appropriate tools to analyze information, including test tubes	TX2_USSSM160110	The Effect of Temperature on Enzyme Activity (TX2_USSSM160110)	In the Activity Object, students analyze the information obtained by using test tubes.	In the Activity Sheet, students analyze data collected in experiments that involve test tubes.
299	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiv) use appropriate tools to analyze information, including test tubes	TX2_USSAN020201	Boiling, Condensation, Freezing, and Melting Points (TX2_USSAN020201)	The Animation analyzes information obtained by using test tubes and hot plates.	In the Question-Answer Sheet, students analyze data collected in experiments that involve test tubes.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
300	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxiv) use appropriate tools to analyze information, including test tubes	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 test tubes.	In the Lab Sheet, data collected with the use of test tubes is analyzed.
301	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxv) use appropriate tools to analyze information, including triple beam balances	TX2_USSSM200103	Measuring Mass and Weight (TX2_USSSM200103)	The Activity Object involves the use of appropriate tools to analyze information, including triple beam balances.	In the Activity Object, students measure pieces of fruit with a spring scale, and also with a triple beam and pan balance. Measurements are made on Earth, and on the moon. Values are entered in a chart. Students analyze the values in the chart and answer questions about the data in the Activity Sheet.
302	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvi) use appropriate tools to analyze information, including microscopes	TX2_USSSM160101	Exploring Cells with a Microscope (TX2_USSSM160101)	The Activity Object involves the use of appropriate tools to analyze information, including microscopes.	During an interaction in the Activity Object, the correct use of a microscope is assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
303	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvi) use appropriate tools to analyze information, including microscopes	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	The Activity Object requires the use of appropriate tools to analyze information, including microscopes.	
304	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvi) use appropriate tools to analyze information, including microscopes	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students use a microscope to examine structures of insects.	Q4 of the Lab Sheet asks students to describe structures of insects that are visible under a microscope.
305	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvi) use appropriate tools to analyze information, including microscopes	TX2_USSAN160104	Levels of Organization in Plants (TX2_USSAN160104)	In the Lab Sheet, students use a microscope to examine plant cells.	In the Lab Sheet, students must diagram parts of plant cells as observed while using a microscope.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
306	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvii) use appropriate tools to analyze information, including thermometers	TX2_USSXP040201	Heat Conduction (TX2_USSXP040201)	In the Activity Object, students analyze information obtained by using a thermometer.	In the Lab Sheet, students use a Celsius thermometer (temperature probe) in an investigation. This data is recorded in a table, and then students are asked several questions that require them to analyze the data.
307	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvii) use appropriate tools to analyze information, including thermometers	TX2_USSXP020202	Melting and Boiling Points: Heating Curves (TX2_USSXP020202)	In the Activity Object, students analyze information obtained by using a thermometer.	In Part 2 of the Activity Object, students use a digital thermometer to measure the melting and boiling points of substances. The data is used to create a graph, which students must analyze to answer questions.
308	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxvii) use appropriate tools to analyze information, including thermometers	TX2_USSAN040104	How Liquid Thermometers Measure Temperature (TX2_USSAN040104)	The Animation analyzes information obtained by using a thermometer.	In the Activity Sheet, students analyze information that is obtained through the use of a thermometer.
309	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxviii) use appropriate tools to analyze information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to analyze information with calculators.	The Question-Answer sheet asks a question about the function of calculators to analyze information.
310	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxviii) use appropriate tools to analyze information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students about analyzing information with calculators.	Investigation Sheet 1 assesses students' ability to analyze information with calculators.
311	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxviii) use appropriate tools to analyze information, including calculators	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 teaches students about analyzing information with calculators.	Investigation Sheet 2 assesses students' ability to analyze information with calculators.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
312	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxviii) use appropriate tools to analyze information, including calculators	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object requires the use of appropriate tools to analyze information, including calculators.	In the Activity Sheet, students analyze information that is obtained through the use of a calculator.
313	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxix) use appropriate tools to analyze information, including computers	TX2_USSSM010202	Calculating Atomic Mass (TX2_USSSM010202)	In the Activity Object, students use a computer to analyze information.	In the Activity Sheet, students are assessed on their ability to use a computer to analyze information.
314	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxix) use appropriate tools to analyze information, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	The Animation teaches students how to analyze information with computers	The Question-Answer sheet asks a question about the function of computers to analyze information.
315	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxix) use appropriate tools to analyze information, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 1 teaches students about analyzing information with computers.	Investigation Sheet 1 assesses students' ability to analyze information with computers.
316	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxix) use appropriate tools to analyze information, including computers	TX2_USSAN200120	Computers and Calculators (TX2_USSAN200120)	Investigation Sheet 2 teaches students about analyzing information with computers.	Investigation Sheet 2 assesses students' ability to analyze information with computers.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
317	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxx) use appropriate tools to analyze information, including timing devices	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object demonstrates how to collect and analyze information by using stopwatches.	In Part 3 of the Activity Object, students record in a table the number of contractions that occur per unit time, with the aid of a stopwatch. The data is then analyzed to make conclusions about the effects of the external environment on the rate of contractions. Students provide responses throughout the interaction, and these responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
318	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxx) use appropriate tools to analyze information, including timing devices	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)		In the Investigation Sheet, students record data in a table, as taken with the aid of a stopwatch. Students then analyze the data in subsequent questions.
319	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxx) use appropriate tools to analyze information, including timing devices	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	In the Lab Sheet, students must use a digital timer to collect and analyze data during an investigation that involves the measurement of the pH of water samples.	Q6 of the Lab Sheet assesses the use of a digital timer to collect and analyze data.
320	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxxi) use appropriate tools to analyze information, including other equipment as needed	TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	The Activity Object requires the use of appropriate tools to analyze information, including equipment such as a scale to measure mass, and a beaker to measure volume. Students also use a bulb, a voltage source, and wires to determine electrical conductivity.	During the Activity Object, students are asked to provide responses with regard to the correct use of equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
321	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxxi) use appropriate tools to analyze information, including other equipment as needed	TX2_USSXP110302	Color Absorption and Reflection: Light into Heat Energy (TX2_USSXP110302)	The Activity Object requires the use of appropriate tools to analyze information, including equipment such as light bulbs and thermometers.	During the Activity Object, students are asked to provide responses with regard to the correct use of equipment. 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	Item Number	Component	Learning Component Description	Assessment Component Description
322	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxxi) use appropriate tools to analyze information, including other equipment as needed	TX2_USSXP040202	Light Intensity and Distance from the Source (TX2_USSXP040202)	The Activity Object requires the use of appropriate tools to analyze information, including equipment such as a light source and a photovoltaic battery.	In Part 2 of the Activity Object, students are asked to provide responses with regard to the correct use of equipment. These responses are assessed by the Activity Object software, which provides appropriate feedback as students work through the exercises.
323	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	(xxxi) use appropriate tools to analyze information, including other equipment as needed	TX2_USSAN200111	Water Test Kits (TX2_USSAN200111)	In the Lab Sheet, students must use a digital timer, pH test strips, markers, tape, and beakers.	The Lab Sheet assesses students on their correct use of pH strips, markers, tape (for making labels), beakers, and a digital timer.
324	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(i) use preventative safety equipment, including chemical splash 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, as well as Q4 and Q5 in the Enrichment Sheet, ask students about the correct use of safety goggles.
325	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(i) use preventative safety equipment, including chemical splash goggles	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In the Activity Sheet, students are asked to use preventative safety equipment, including chemical splash goggles.	The Activity Sheet assesses students on the correct use of preventative safety equipment, including chemical splash goggles.
326	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(i) use preventative safety equipment, including chemical splash goggles	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In the Enrichment Sheet, students are asked to use preventative safety equipment, including chemical splash goggles.	The Enrichment Sheet assesses students on the correct use of preventative safety equipment, including chemical splash goggles.
327	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(i) use preventative safety equipment, including chemical splash goggles	TX2_USSXP060101	The Properties of Acids (TX2_USSXP060101)	In the Activity Object, students are expected to use preventative safety equipment, including chemical splash goggles.	
328	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(i) use preventative safety equipment, including chemical splash goggles	TX2_USSXP060102	The Properties of Bases (TX2_USSXP060102)	In the Activity Object, students are expected to use preventative safety equipment, including chemical splash goggles.	
329	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(ii) use preventative safety equipment, including aprons	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Part 2 of the Activity Object, students are expected to use preventative safety equipment, including aprons.	During the Activity Object, students are asked to provide responses with regard to the correct use of preventative safety equipment, including aprons. 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	Item Number	Component	Learning Component Description	Assessment Component Description
330	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(ii) use preventative safety equipment, including aprons	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In the Activity Sheet, students are asked to use preventative safety equipment, including aprons.	In the Activity Sheet, students are asked to describe the correct use of preventative safety equipment, including aprons.
331	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(ii) use preventative safety equipment, including aprons	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Enrichment Sheet 1, students are asked to use preventative safety equipment, including aprons.	In Enrichment Sheet 1, students are asked to describe the correct use of preventative safety equipment, including aprons.
332	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(iii) use preventative 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 "Learner Journal" section of the Activity Sheet asks students what preventative safety equipment they should use, including gloves.
333	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(iii) use preventative safety equipment, including gloves	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Enrichment Sheet 1, students are told to use preventative safety equipment, including gloves.	Q5 in the "Activities" section of Enrichment Sheet 1 assesses students on their ability to use the correct preventative safety equipment, including gloves.
334	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(iv) be prepared to use emergency safety equipment, including an eye/face wash	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In Part 2 of the Activity Object, students select and use emergency safety equipment, including gloves.	In the Activity Sheet, students are asked a question in which they have to show preparedness to use emergency safety equipment, including an eye/face wash.
335	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(iv) be prepared to use emergency safety equipment, including an eye/face wash	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In the Enrichment Sheet, students learn about being prepared to use emergency safety equipment, including an eye/face wash.	Q3 in the Enrichment Sheet assesses student preparedness to use emergency safety equipment, including an eye/face wash.
336	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(v) be prepared to use emergency safety equipment, including a fire blanket	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Activity Object teaches students to be prepared to use emergency safety equipment, including a fire blanket.	In the Activity Sheet, students are asked a question in order to assess their preparedness to use emergency safety equipment, including a fire blanket.
337	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(v) be prepared to use emergency safety equipment, including a fire blanket	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	In the Enrichment Sheet, students learn about using emergency safety equipment, including a fire blanket.	Q7 and Q11 in Enrichment Sheet 1, as well as Q1 of Enrichment Sheet 2, assess student preparedness to use a fire blanket.
338	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(vi) be prepared to use emergency safety equipment, including a fire extinguisher	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	The Activity Object teaches students to be prepared to use emergency safety equipment, including a fire extinguisher.	Q3 of the Assessment in the Activity Object, assess student preparedness to use a fire extinguisher.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
339	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(vi) be prepared to use emergency safety equipment, including a fire extinguisher	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)		In the Activity Sheet, students are asked a question in order to assess their preparedness to use emergency safety equipment, including a fire extinguisher.
340	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(vi) be prepared to use emergency safety equipment, including a fire extinguisher	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	Enrichment Sheet 1 teaches students about using emergency safety equipment, including a fire extinguisher.	Q2 and Q12 in Enrichment Sheet 1 assess student preparedness to use emergency safety equipment, including a fire extinguisher.
341	(4) Scientific investigation and reasoning. The student knows how to use a variety of tools and safety equipment to conduct science inquiry. The student is expected to:	(B) use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	(vi) be prepared to use emergency safety equipment, including a fire extinguisher	TX2_USSSM200101	Laboratory Safety (TX2_USSSM200101)	Enrichment Sheet 2 teaches students about using emergency safety equipment, including a fire extinguisher.	Q2 in Enrichment Sheet 2 assesses student preparedness to use emergency safety equipment, including a fire extinguisher.
342	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(A) know that an element is a pure substance represented by chemical symbols		TX2_USSAN010303	Symbols of Elements (TX2_USSAN010303)	The Animation teaches students that an element is a pure substance represented by chemical symbols.	Q1 and Q2 of the Enrichment Sheet require students to know that elements are pure substances represented by chemical symbols.
343	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(A) know that an element is a pure substance represented by chemical symbols		TX2_USSSM010402	A Musical Introduction to Chemical Formulas (TX2_USSSM010402)	In the Activity Object, students learn that an element is a pure substance represented by chemical symbols.	Q1 of the Assessment in the Activity Object, as well as Q1 of the "Doing the Activity" of the Activity Sheet, ask students to know that elements are pure substances represented by chemical symbols.
344	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(A) know that an element is a pure substance represented by chemical symbols		TX2_USSAN010403	The Differences Between Elements and Compounds (TX2_USSAN010403)	The Animation teaches students that an element is a pure substance represented by chemical symbols.	Q1 and Q4 of the Question-Answer Sheet require students to know that elements are pure substances represented by chemical symbols.
345	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(A) know that an element is a pure substance represented by chemical symbols		TX2_USSAN010401	Elements and Compounds (TX2_USSAN010401)	In the Animation, students learn that an element is a pure substance represented by chemical symbols.	Q1 of the "Before the Animation" section of the Question-Answer Sheet requires students to know that elements are pure substances represented by chemical symbols.
346	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(i) recognize that a limited number of the many known elements comprise the largest portion of solid Earth	TX2_USSAN130208	Elements Forming Earth's Land and Seas (TX2_USSAN130208)	The Animation explains that a limited number of the many known elements comprise the largest portion of solid Earth.	Q2-Q3-Q4 of the "After the Animation" section of the Question-Answer Sheet ask students to recognize that a limited number of the many known elements comprise the largest portion of solid Earth.
347	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(i) recognize that a limited number of the many known elements comprise the largest portion of solid Earth	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In the Activity Object, students learn which elements form the Earth by clicking on an Earth model and watching animations.	Q2-Q3-Q4-Q5 of the "Doing the Activity" in the Activity Sheet ask students about the characteristics of Earth's various layers, including the fact that a limited number of the many known elements comprise the largest portion of solid Earth.
348	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(i) recognize that a limited number of the many known elements comprise the largest portion of solid Earth	TX2_USSAN130208	Elements Forming Earth's Land and Seas (TX2_USSAN130208)	In the Enrichment Sheet, students recognize that a limited number of the many known elements comprise the largest portion of solid Earth.	Q2 and Q4 of the Enrichment Sheet ask students to recognize that a limited number of the many known elements comprise the largest portion of solid Earth.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
349	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(ii) recognize that a limited number of the many known elements comprise the largest portion of living matter	TX2_USSAN160105	Elements Forming the Human Body (TX2_USSAN160105)	The Animation explains that a limited number of the many known elements comprise the largest portion of living matter.	Q1-Q2-Q3-Q4 of the "After the Animation" section of the Question-Answer Sheet, as well as Q1-Q2-Q3-Q4 of the Enrichment Sheet, ask students to recognize that a limited number of the many known elements comprise the largest portion of living matter on Earth.
350	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(ii) recognize that a limited number of the many known elements comprise the largest portion of living matter	TX2_USSAN160105	Elements Forming the Human Body (TX2_USSAN160105)	The Enrichment Sheet informs students that a limited number of the many known elements comprise the largest portion of living matter.	A question in the Enrichment Sheet asks students to recognize that a limited number of the many known elements comprise the largest portion of living matter on Earth.
351	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(iii) recognize that a limited number of the many known elements comprise the largest portion of oceans	TX2_USSAN130208	Elements Forming Earth's Land and Seas (TX2_USSAN130208)	The Animation explains that a limited number of the many known elements comprise the largest portion of oceans.	Q1 of the "After the Animation" section in the Question-Answer Sheet, as well as Q1 and Q3 of the Enrichment Sheet, ask students to recognize that a limited number of the many known elements comprise the largest portion of oceans.
352	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(iii) recognize that a limited number of the many known elements comprise the largest portion of oceans	TX2_USSAN130208	Elements Forming Earth's Land and Seas (TX2_USSAN130208)	In the Enrichment Sheet, students are told that a limited number of the many known elements comprise the largest portion of oceans.	A question in the Enrichment Sheet asks students to recognize that a limited number of the many known elements comprise the largest portion of oceans.
353	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(iv) recognize that a limited number of the many known elements comprise the largest portion of the atmosphere	TX2_USSAN150112	The Structure of the Atmosphere (TX2_USSAN150112)	The Animation explains that a limited number of the many known elements comprise the largest portion of the atmosphere.	Q1-Q2-Q3 of the "After the Animation" section of the Question-Answer Sheet, as well as Q1-Q2-Q3-Q4 of the Enrichment Sheet, ask students to recognize that a limited number of the many known elements comprise the largest portion of the atmosphere.
354	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(B) recognize that a limited number of the many known elements comprise the largest portion of solid Earth, living matter, oceans, and the atmosphere	(iv) recognize that a limited number of the many known elements comprise the largest portion of the atmosphere	TX2_USSAN150112	The Structure of the Atmosphere (TX2_USSAN150112)	In the Enrichment Sheet students are provided with information that enables them to recognize that a limited number of the many known elements comprise the largest portion of the atmosphere.	A question in the Enrichment Sheet asks students to recognize that a limited number of the many known elements comprise the largest portion of the atmosphere.
355	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(C) differentiate between elements and compounds on the most basic level		TX2_USSAN010403	The Differences Between Elements and Compounds (TX2_USSAN010403)	The Animation explains the differences between elements and compounds on the most basic level.	Q1-Q2-Q4 of the "After the Animation" section in the Question-Answer Sheet ask the student to differentiate between elements and compounds on the most basic level.
356	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(C) differentiate between elements and compounds on the most basic level		TX2_USSSM010402	A Musical Introduction to Chemical Formulas (TX2_USSSM010402)	In the Activity Object, students differentiate between elements and compounds on the most basic level.	In the "Doing the Activity Object" section of the Activity Sheet, students are asked questions for which they differentiate between elements and compounds on the most basic level.
357	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(C) differentiate between elements and compounds on the most basic level		TX2_USSAN010402	Representation of Elements and Compounds (TX2_USSAN010402)	The Animation explains the differences between elements and compounds on the most basic level.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students to differentiate between elements and compounds on the most basic level.
358	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(D) identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change	(i) identify the formation of a new substance by using the evidence of a possible chemical change	TX2_USSSM030101	Physical and Chemical Changes (TX2_USSSM030101)	In the Activity Object, students learn about identifying the formation of a new substance by using the evidence of a chemical change.	Q1-Q2-Q4-Q5 of the Assessment in the Activity Object, as well as Q1-Q2-Q3 in the "Thinking About the Activity Object " section of the Activity Sheet, ask students to identify the formation of a new substance by using the evidence of a possible chemical change.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
359	(5) Matter and energy. The student knows the differences between elements and compounds. The student is expected to:	(D) identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change	(i) identify the formation of a new substance by using the evidence of a possible chemical change	TX2_USSAN010401	Elements and Compounds (TX2_USSAN010401)	The Animation teaches students to identify the formation of a new substance by using the evidence of a possible chemical change.	Q1 and Q2 in the "After the Animation" section of the Question-Answer Sheet assess students on their ability to identify the formation of a new substance by using the evidence of a possible chemical change.
360	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(A) compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability	(i) compare metals, nonmetals, and metalloids using physical properties	TX2_USSSM010703	Physical Properties and the Periodic Table (TX2_USSSM010703)	In the Activity Object, students compare metals, nonmetals, and metalloids using physical properties.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object ask students to compare metals, nonmetals, and metalloids using physical properties.
361	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(A) compare metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability	(i) compare metals, nonmetals, and metalloids using physical properties	TX2_USSSM010703	Physical Properties and the Periodic Table (TX2_USSSM010703)		Q2 of the "Doing the Activity" section of the Activity Sheet, as well as Q1-Q2-Q3 of the "Thinking About the Activity Object" section of the Activity Sheet, ask students to compare metals, nonmetals, and metalloids using physical properties.
362	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(B) calculate density to identify an unknown substance		TX2_USSXP010201	The Density of Marbles (TX2_USSXP010201)	In the Activity Object, students learn how to calculate density to identify an unknown substance.	Q4 and Q5 of the Assessment in the Activity Object ask students to calculate density to identify an unknown substance.
363	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(B) calculate density to identify an unknown substance		TX2_USSSM030104	Physical Properties (TX2_USSSM030104)	In the Activity Object, students learn how to calculate density to identify an unknown substance.	Q3 and Q5 of the Assessment in the Activity Object require students to know how to calculate density to identify an unknown substance.
364	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(B) calculate density to identify an unknown substance		TX2_USSSM030104	Physical Properties (TX2_USSSM030104)		Q1 of the "Doing the Activity Object" section of the Activity Sheet assesses students' ability to calculate density to identify an unknown substance.
365	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(i) test the physical properties of minerals, including hardness	TX2_USSAN130214	Properties of Minerals (TX2_USSAN130214)	The Animation teaches students to test the physical properties of minerals, including hardness.	In the Activity Sheet, students are assessed on their ability to test the physical properties of minerals, including hardness.
366	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(i) test the physical properties of minerals, including hardness	TX2_USSAN130214	Properties of Minerals (TX2_USSAN130214)	In the Lab Sheet, students learn about testing the physical properties of minerals, including hardness.	In the Lab Sheet, students are assessed on their ability to test the physical properties of minerals, including hardness.
367	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(ii) test the physical properties of minerals, including color	TX2_USSAN130214	Properties of Minerals (TX2_USSAN130214)	The Animation teaches students to test the physical properties of minerals, including color.	In the Activity Sheet, students are assessed on their ability to test the physical properties of minerals, including color.
368	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(ii) test the physical properties of minerals, including color	TX2_USSAN130214	Properties of Minerals (TX2_USSAN130214)	In the Lab Sheet, students learn about testing the physical properties of minerals, including color.	In the Lab Sheet, students are assessed on their ability to test the physical properties of minerals, including color.
369	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(iii) test the physical properties of minerals, including luster	TX2_USSAN130214	Properties of Minerals (TX2_USSAN130214)	The Animation teaches students to test the physical properties of minerals, including luster.	In the Activity Sheet, students are assessed on their ability to test the physical properties of minerals, including luster.
370	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(iii) test the physical properties of minerals, including luster	TX2_USSAN130214	Properties of Minerals (TX2_USSAN130214)	In the Lab Sheet, students learn about testing the physical properties of minerals, including luster.	In the Lab Sheet, students are assessed on their ability to test the physical properties of minerals, including luster.
371	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(iv) test the physical properties of minerals, including streak	TX2_USSAN130214	Properties of Minerals (TX2_USSAN130214)	The Animation teaches students to test the physical properties of minerals, including streak.	In the Activity Sheet, students are assessed on their ability to test the physical properties of minerals, including streak.
372	(6) Matter and energy. The student knows matter has physical properties that can be used for classification. The student is expected to:	(C) test the physical properties of minerals, including hardness, color, luster, and streak	(iv) test the physical properties of minerals, including streak	TX2_USSAN130214	Properties of Minerals (TX2_USSAN130214)	In the Lab Sheet, students learn about testing the physical properties of minerals, including streak.	In the Lab Sheet, students are assessed on their ability to test the physical properties of minerals, including streak.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
373	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(i) research the advantages of using coal	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	In the Activity Object, students research the advantages of using coal by planning an island's energy usage.	Q4 of the Assessment in the Activity Object assesses students on the advantages of using coal.
374	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(i) research the advantages of using coal	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)		Q3 of the "Doing 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, ask students about the advantages and disadvantages of using coal.
375	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(i) research the advantages of using coal	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the advantages and disadvantages of using coal.	The Activity Sheet asks students about the advantages and disadvantages of using fossil fuels such as coal as energy resources.
376	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(i) research the advantages of using coal	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the advantages and disadvantages of using fossil fuels including coal, and directs students to do further research on this topic.	The Enrichment Sheet asks students to use their research to explain the advantages and disadvantages of using fossil fuels, including coal.
377	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ii) research the advantages of using oil	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the advantages of using oil.	The Activity Sheet asks students about the advantages and disadvantages of using fossil fuels such as oil as energy resources.
378	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ii) research the advantages of using oil	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the advantages and disadvantages of using fossil fuels including oil, and directs students to do further research on this topic.	The Enrichment Sheet asks students to use their research to explain the advantages and disadvantages of using fossil fuels, including oil.
379	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iii) research the advantages of using natural gas	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	In the Activity Object, students research the advantages of using natural gas by planning an island's energy usage.	Q4 of the Assessment in the Activity Object asks students about the advantages of using natural gas.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
380	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iii) research the advantages of using natural gas	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)		Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using natural gas.
381	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iii) research the advantages of using natural gas	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the advantages of using natural gas.	The Activity Sheet asks students about the advantages and disadvantages of using fossil fuels such as natural gas as energy resources.
382	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iii) research the advantages of using natural gas	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the advantages and disadvantages of using fossils including natural gas, and directs students to do further research on the topic.	The Enrichment Sheet asks students to use their research to explain the advantages and disadvantages of using fossil fuels including natural gas.
383	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iv) research the advantages of using nuclear power	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	In the Activity Object, students research the advantages of using nuclear power by planning an island's energy usage.	Q4 of the Assessment in the Activity Object asks students about the advantages of using nuclear power.
384	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iv) research the advantages of using nuclear power	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)		Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet ask students about the advantages and disadvantages of using nuclear power.
385	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iv) research the advantages of using nuclear power	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the advantages and disadvantages of using nuclear power.	Q2 of the "After the Animation" section of the Question-Answer Sheet asks students about the advantages and disadvantages of using nuclear power.
386	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(iv) research the advantages of using nuclear power	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the advantages of using nuclear power and directs students to do further research on the topic.	Q2 of the Enrichment Sheet assesses students on their knowledge of the advantages of using nuclear power, as learned in their research efforts.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
387	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(v) research the advantages of using biomass	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation discusses the advantages of using biomass energy.	Q1 and Q2 of the "After the Animation" section of the Activity Sheet ask students about the advantages of using biomass energy.
388	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(v) research the advantages of using biomass	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Enrichment Sheet describes the advantages and disadvantages of using biomass energy and directs students to do additional research on the topic.	Q1 of the Enrichment Sheet asks students, based on their research, to describe the advantages of using biomass.
389	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vi) research the advantages of using wind	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In the Activity Object, students research the advantages of using wind by planning an island's energy usage.	Q4 of the Assessment in the Activity Object asks students about the advantages of wind.
390	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vi) research the advantages of using wind	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)		Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using wind power.
391	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vi) research the advantages of using wind	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the advantages of using wind energy.	In the Question-Answer Sheet, students are asked a question about the advantages of using wind.
392	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vi) research the advantages of using wind	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the advantages and disadvantages of using wind as an energy source and directs students to do further research on the topic.	In the Enrichment Sheet, students are asked a question in which they use their research to answer a question about the advantages of using wind.
393	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vi) research the advantages of using wind	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Investigation Sheet explains the advantages of using wind as energy source and directs students to do further research on the topic.	In the Investigation Sheet, students are asked a question in which they use their research to answer a question about the advantages of using wind.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
394	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vii) research the advantages of using hydropower	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation discusses the advantages of using hydropower energy.	Q3 in the "After the Animation" section of the Question-Answer Sheet asks students a question about the advantages of using hydropower.
395	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(vii) research the advantages of using hydropower	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the advantages of using hydropower energy and directs students to research about using hydropower energy.	Q3 of the Enrichment Sheet asks students, through using their research, to discuss the advantages and disadvantages of using hydropower.
396	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(viii) research the advantages of using geothermal [resources]	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In the Activity Object, students research the advantages of using geothermal resources by planning an island's energy usage.	Q5 of the Assessment in the Activity Object asks students about the advantages of using geothermal resources.
397	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(viii) research the advantages of using geothermal [resources]	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)		Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using geothermal energy.
398	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(viii) research the advantages of using geothermal [resources]	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation discusses the advantages of using geothermal resources.	Q3 in the "After the Animation" section of the Question-Answer Sheet asks students about the advantages of using geothermal energy.
399	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(viii) research the advantages of using geothermal [resources]	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Enrichment Sheet explains the advantages of using geothermal energy and directs students to perform additional research on the topic.	Q2 and Q3 of the Enrichment Sheet ask students about the advantages and disadvantages of using geothermal energy.
400	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ix) research the advantages of using solar resources	TX2_USSSM130301	Solar Energy: Designing a Solar Car (TX2_USSSM130301)	In the Activity Object, students research the advantages of using solar resources by designing a solar car.	Q1 in the Assessment of the Activity Object asks students about the advantages of using solar resources.

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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
401	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ix) research the advantages of using solar resources	TX2_USSSM130301	Solar Energy: Designing a Solar Car (TX2_USSSM130301)		Q1 in the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 in the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using solar energy.
402	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ix) research the advantages of using solar resources	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In the Activity Object, students research the advantages of using solar resources by planning an island's energy usage.	Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using solar energy.
403	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ix) research the advantages of using solar resources	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation explains the advantages of using solar resources.	Q4 of the "After the Animation" section of the Question-Answer Sheet asks students about the advantages of using solar energy resources.
404	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(ix) research the advantages of using solar resources	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Enrichment Sheet explains the advantages of using solar resources and directs students to perform additional research on the topic.	Q4 of the Enrichment Sheet asks students to use their research to explain the advantages of using solar energy resources.
405	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(x) research the disadvantages of using coal	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	In the Activity Object, students research the disadvantages of using coal by planning an island's energy usage.	Q4 of the Assessment in the Activity Object asks students to explain the disadvantages of using coal.
406	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(x) research the disadvantages of using coal	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)		Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using coal.
407	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(x) research the disadvantages of using coal	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the disadvantages of using coal.	The Activity Sheet asks students about the advantages and disadvantages of using fossil fuels such as coal as energy resources.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
408	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(x) research the disadvantages of using coal	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the disadvantages of using coal and directs students to do further research on the topic.	The Enrichment Sheet asks students to use their research to explain the advantages and disadvantages of using fossil fuels, including coal.
409	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xi) research the disadvantages of using oil	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the disadvantages of using oil.	The Activity Sheet asks students about the advantages and disadvantages of using fossil fuels such as oil as energy resources.
410	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xi) research the disadvantages of using oil	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the disadvantages of using fossil fuels including oil, and directs students to do further research on the topic.	The Enrichment Sheet asks students to use their research to explain the advantages and disadvantages of using fossil fuels, including oil.
411	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xii) research the disadvantages of using natural gas	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	In the Activity Object, students research the disadvantages of using natural gas by planning an island's energy usage.	Q4 of the Assessment in the Activity Object asks students about the disadvantages of using natural gas.
412	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xii) research the disadvantages of using natural gas	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)		Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using natural gas.
413	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xii) research the disadvantages of using natural gas	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the disadvantages of using natural gas.	The Activity Sheet asks students about the advantages and disadvantages of using fossil fuels such as natural gas as energy resources.
414	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xii) research the disadvantages of using natural gas	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment explains the disadvantages of fossil fuels, which includes natural gas, and directs students to do further research on the topic.	The Enrichment Sheet asks students to use their research to explain the advantages and disadvantages of using fossil fuels, including natural gas.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
415	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xiii) research the disadvantages of using nuclear power	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	In the Activity Object, students research the disadvantages of using nuclear power by planning an island's energy usage.	Q4 of the Assessment in the Activity Object asks students about the disadvantages of using nuclear power.
416	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xiii) research the disadvantages of using nuclear power	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)		Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet ask students about the advantages and disadvantages of using nuclear power.
417	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xiii) research the disadvantages of using nuclear power	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the disadvantages of using nuclear power.	Q2 of the "After the Animation" section of the Question-Answer Sheet asks students about the disadvantages of using nuclear power.
418	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xiii) research the disadvantages of using nuclear power	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the disadvantages of using nuclear power and directs students to do further research on the advantages of using nuclear power.	Q2 of the Enrichment Sheet asks students, through their research, to explain the disadvantages of using nuclear power.
419	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xiv) research the disadvantages of using biomass	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation discusses the disadvantages of using biomass energy.	Q1 and Q2 of the "After the Animation" section of the Question-Answer Sheet ask students about the disadvantages of using biomass energy.
420	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xiv) research the disadvantages of using biomass	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Enrichment Sheet describes the disadvantages of using biomass energy, and directs students to conduct additional research on the topic.	Q1 of the Enrichment Sheet asks students, through their research, to explain the disadvantages of using biomass.
421	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xv) research the disadvantages of using wind	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In the Activity Object, students research the disadvantages of using wind by planning an island's energy usage.	Q4 of the Assessment in the Activity Object asks students to explain the disadvantages of using wind.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
422	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xv) research the disadvantages of using wind	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)		Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity Object" section of the Activity Sheet, ask students about the advantages and disadvantages of using wind power.
423	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xv) research the disadvantages of using wind	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation explains the disadvantages of using wind energy.	The Question-Answer Sheet asks students a question about the disadvantages of wind energy.
424	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xv) research the disadvantages of using wind	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the disadvantages of using wind as an energy source, and directs students to conduct further research on the topic.	The Enrichment Sheet asks students, through their research, to explain the disadvantages of using wind as an energy source.
425	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xvi) research the disadvantages of using hydropower	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation discusses the disadvantages of using hydropower energy.	Q3 of the "After the Animation" section of the Question-Answer Sheet asks students to describe the disadvantages of using hydropower.
426	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xvi) research the disadvantages of using hydropower	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Enrichment Sheet explains the disadvantages of using hydropower energy and directs students to perform additional research on the topic.	Q3 of the Enrichment Sheet asks students to explain, through their research, the advantages and disadvantages of using hydropower.
427	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xvii) research the disadvantages of using geothermal [resources]	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In the Activity Object, students research the disadvantages of using geothermal resources by planning an island's energy usage.	Q5 in the Assessment of the Activity Object asks students about the disadvantages of using geothermal resources.
428	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xvii) research the disadvantages of using geothermal [resources]	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)		Q3 in the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using geothermal energy.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
429	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xvii) research the disadvantages of using geothermal [resources]	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation discusses the disadvantages of using geothermal resources.	Q3 of the "After the Animation" section of the Question-Answer Sheet asks students about the disadvantages of using geothermal energy.
430	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xvii) research the disadvantages of using geothermal [resources]	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Enrichment Sheet explains the disadvantages of using geothermal energy and directs students to conduct additional research on the topic.	Q2 and Q3 of the Enrichment Sheet ask students, through their research, to describe the advantages and disadvantages of using geothermal energy.
431	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xviii) research the disadvantages of using solar resources	TX2_USSSM130301	Solar Energy: Designing a Solar Car (TX2_USSSM130301)	In the Activity Object, students research the advantages and disadvantages of using solar resources by designing a solar car.	Q1 in the Assessment of the Activity Object asks students to describe the disadvantages of using solar resources.
432	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xviii) research the disadvantages of using solar resources	TX2_USSSM130301	Solar Energy: Designing a Solar Car (TX2_USSSM130301)		Q1 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using solar energy.
433	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xviii) research the disadvantages of using solar resources	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In the Activity Object, students research the disadvantages of using solar resources by planning an island's energy usage.	Q3 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Doing the Activity" section of the Activity Sheet, ask students about the advantages and disadvantages of using solar energy resources.
434	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xviii) research the disadvantages of using solar resources	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation explains the disadvantages of solar resources.	Q4 of the "After the Animation" section of the Question-Answer Sheet asks students to describe the disadvantages of using solar energy resources.
435	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xviii) research the disadvantages of using solar resources	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Enrichment Sheet explains advantages of using solar resources and directs students to conduct additional research about using solar energy.	Q4 of the Enrichment Sheet asks students to explain, through their research, the advantages and disadvantages of using solar energy.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
436	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xix) debate the advantages and disadvantages of using coal	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	The Activity Object debates the advantages and disadvantages of using coal.	Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet ask students to understand the advantages and disadvantages of using nonrenewable energy sources such as coal. Through this understanding, students can engage in a debate on these issues.
437	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xix) debate the advantages and disadvantages of using coal	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation debates the advantages and disadvantages of using coal.	
438	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xix) debate the advantages and disadvantages of using coal	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Investigation Sheet teaches students about energy resources such as coal, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available natural resources. The sheet instructs students to debate what resources, including coal, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.
439	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xx) debate the advantages and disadvantages of using oil	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation debates the advantages and disadvantages of using oil.	
440	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xx) debate the advantages and disadvantages of using oil	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Investigation Sheet teaches students about energy resources such as oil, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available energy resources. The sheet instructs students to debate what resources, including oil, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.
441	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xx) debate the advantages and disadvantages of using oil	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	The Activity Object debates the advantages and disadvantages of using oil.	The "Thinking About the Activity" section of the Activity Sheet ask students to understand the advantages and disadvantages of using nonrenewable energy sources such as oil. Through this understanding, students can engage in a debate on these issues.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
442	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxi) debate the advantages and disadvantages of using natural gas	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	The Activity Object debates the advantages and disadvantages of using natural gas.	Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet ask students to understand the advantages and disadvantages of using nonrenewable energy sources such as natural gas. Through this understanding, students can engage in a debate on these issues.
443	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxi) debate the advantages and disadvantages of using natural gas	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation debates the advantages and disadvantages of using natural gas.	
444	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxi) debate the advantages and disadvantages of using natural gas	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Investigation Sheet teaches students about energy resources such as natural gas, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available energy resources. The sheet instructs students to debate what resources, including natural gas, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.
445	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxii) debate the advantages and disadvantages of using nuclear power	TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	The Activity Object debates the advantages and disadvantages of using nuclear power.	Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet ask students to understand the advantages and disadvantages of using nonrenewable energy sources such as nuclear power. Through this understanding, students can engage in a debate on these issues.
446	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxii) debate the advantages and disadvantages of using nuclear power	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation debates the advantages and disadvantages of using nuclear power.	
447	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxii) debate the advantages and disadvantages of using nuclear power	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Investigation Sheet teaches students about energy resources such as nuclear power, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available energy resources. The sheet instructs students to debate what resources, including nuclear power, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
448	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxiii) debate the advantages and disadvantages of using biomass	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	The Activity Object debates the advantages and disadvantages of using renewable energy sources such as biomass.	The Activity Sheet asks students to understand the advantages and disadvantages of using renewable energy sources such as biomass. Through this understanding, students can engage in a debate on these issues.
449	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxiii) debate the advantages and disadvantages of using biomass	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation debates the advantages and disadvantages of using biomass.	
450	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxiii) debate the advantages and disadvantages of using biomass	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Investigation Sheet teaches students about energy resources such as biomass, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available energy resources. The sheet instructs students to debate what resources, including biomass, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.
451	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxiv) debate the advantages and disadvantages of using wind	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	The Activity Object debates the advantages and disadvantages of using wind.	The Activity Sheet asks students to understand the advantages and disadvantages of using renewable energy sources such as wind. Through this understanding, students can engage in a debate on these issues.
452	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxiv) debate the advantages and disadvantages of using wind	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation debates the advantages and disadvantages of using wind.	
453	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxiv) debate the advantages and disadvantages of using wind	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Investigation Sheet teaches students about energy resources such as wind, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available energy resources. The sheet instructs students to debate what resources, including wind, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
454	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxv) debate the advantages and disadvantages of using hydropower	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	The Activity Object debates the advantages and disadvantages of using renewable energy sources such as hydropower.	The Activity Sheet asks students to understand the advantages and disadvantages of using renewable energy sources such as hydropower. Through this understanding, students can engage in a debate on these issues.
455	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxv) debate the advantages and disadvantages of using hydropower	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Animation debates the advantages and disadvantages of using hydropower.	
456	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxv) debate the advantages and disadvantages of using hydropower	TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	The Investigation Sheet teaches students about energy resources such as hydropower, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available energy resources. The sheet instructs students to debate what resources, including hydropower, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.
457	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvi) debate the advantages and disadvantages of using geothermal [resources]	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	The Activity Object debates the advantages and disadvantages of using geothermal resources.	The Activity Sheet asks students to understand the advantages and disadvantages of using renewable energy sources such as geothermal resources. Through this understanding, students can engage in a debate on these issues.
458	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvi) debate the advantages and disadvantages of using geothermal [resources]	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation debates the advantages and disadvantages of using geothermal resources.	
459	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvi) debate the advantages and disadvantages of using geothermal [resources]	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Investigation Sheet teaches students about energy resources such as geothermal resources, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available energy resources. The sheet instructs students to debate what resources, including geothermal resources, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
460	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvii) debate the advantages and disadvantages of using solar resources	TX2_USSSM130301	Solar Energy: Designing a Solar Car (TX2_USSSM130301)	The Activity Object debates the advantages and disadvantages of using solar resources.	
461	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvii) debate the advantages and disadvantages of using solar resources	TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In the Activity Object, students debate the disadvantages of using solar resources by planning an island's energy usage.	The Activity Sheet asks students to understand the advantages and disadvantages of using renewable energy sources such as solar resources. Through this understanding, students can engage in a debate on these issues.
462	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvii) debate the advantages and disadvantages of using solar resources	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Animation debates the advantages and disadvantages of using solar resources.	
463	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(A) research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	(xxvii) debate the advantages and disadvantages of using solar resources	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	The Investigation Sheet teaches students about energy resources such as solar resources, and how to debate the advantages and disadvantages of using these resources.	The Investigation Sheet asks students to create an imaginary location, complete with population, energy needs and available energy resources. The sheet instructs students to debate what resources, including solar resources, may be the best resources to serve the energy needs of the community. Students divide into teams, study their position, and prepare arguments.
464	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(B) design a logical plan to manage energy resources in the home, school, or community		TX2_USSAN130304	The Impact of Energy Resources: Part I (TX2_USSAN130304)	In the Investigation Sheet, students learn how to design and debate a logical plan to manage energy resources in a community.	In the Investigation Sheet, students are asked to design and debate a logical plan to manage energy resources in a community.
465	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(B) design a logical plan to manage energy resources in the home, school, or community		TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2_USSAN040102)	In the Investigation Sheet, students learn how to design and debate a logical plan to manage energy resources in a community.	In the Investigation Sheet, students are asked to design and debate a logical plan to manage energy resources in a community.
466	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(B) design a logical plan to manage energy resources in the home, school, or community		TX2_USSSM130304	Nonrenewable Energy Sources (TX2_USSSM130304)	In the Activity Object, students learn how to design a logical plan to manage energy resources in the community.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
467	(7) Matter and energy. The student knows that some of Earth's energy resources are available on a nearly perpetual basis, while others can be renewed over a relatively short period of time. Some energy resources, once depleted, are essentially nonrenewable. The student is expected to:	(B) design a logical plan to manage energy resources in the home, school, or community		TX2_USSSM040101	Renewable Energy Sources (TX2_USSSM040101)	In the Activity Object, students learn how to design and debate a logical plan to manage energy resources in the community.	In the Activity Sheet, students are asked to design a logical plan to manage energy resources in their home town.
468	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(i) compare potential and kinetic energy	TX2_USSSM040104	Roller Coaster Design: Gravitational Potential and Kinetic Energy (TX2_USSSM040104)	Part 3 and Part 4 of the Activity Object compare potential and kinetic energy.	Q2-Q3-Q4-Q5 in the Assessment of the Activity Object require the student to make comparisons between potential and kinetic energy.
469	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(i) compare potential and kinetic energy	TX2_USSSM040104	Roller Coaster Design: Gravitational Potential and Kinetic Energy (TX2_USSSM040104)		Q1 and Q2 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students to compare and contrast kinetic and potential energy.
470	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(i) compare potential and kinetic energy	TX2_USSSM040302	Conservation of Mechanical Energy (TX2_USSSM040302)	Part 1 of the Activity Object compares potential and kinetic energy.	Q3-Q4-Q5 in the Assessment of the Activity Object require the student to make comparisons between potential and kinetic energy.
471	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(i) compare potential and kinetic energy	TX2_USSSM040302	Conservation of Mechanical Energy (TX2_USSSM040302)		Q1 and Q2 of the "Learner Journal" section of the Activity Sheet ask students to compare and contrast kinetic and potential energy.
472	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(i) compare potential and kinetic energy	TX2_USSAN040302	Why Does Kinetic Energy Change? (TX2_USSAN040302)	The Animation compares potential and kinetic energy.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet require students to compare and contrast kinetic and potential energy.
473	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(ii) contrast potential and kinetic energy	TX2_USSSM040104	Roller Coaster Design: Gravitational Potential and Kinetic Energy (TX2_USSSM040104)	Part 3 and Part 4 of the Activity Object contrast potential and kinetic energy.	Q2-Q3-Q4-Q5 in the Assessment of the Activity Object require the student to compare and contrast between potential and kinetic energy.
474	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(ii) contrast potential and kinetic energy	TX2_USSSM040104	Roller Coaster Design: Gravitational Potential and Kinetic Energy (TX2_USSSM040104)		Q1 and Q2 of the "Doing the Activity" section of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the Activity" section of the Activity Sheet, ask students to compare and contrast kinetic and potential energy.
475	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(ii) contrast potential and kinetic energy	TX2_USSSM040302	Conservation of Mechanical Energy (TX2_USSSM040302)	Part 1 of the Activity Object contrasts potential and kinetic energy.	Q3-Q4-Q5 in the Assessment of the Activity Object require the student to compare and contrast potential and kinetic energy.
476	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(ii) contrast potential and kinetic energy	TX2_USSSM040302	Conservation of Mechanical Energy (TX2_USSSM040302)		Q1 and Q2 of the "Learner Journal" section of the Activity Sheet ask students to compare and contrast kinetic and potential energy.
477	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(A) compare and contrast potential and kinetic energy	(ii) contrast potential and kinetic energy	TX2_USSAN040302	Why Does Kinetic Energy Change? (TX2_USSAN040302)	The Animation contrasts potential and kinetic energy.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet require students to compare and contrast kinetic and potential energy.
478	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(i) identify the changes in position of an object when acted upon by unbalanced forces	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students identify the changes in position of an object when acted upon by unbalanced forces.	In the Activity Sheet, students are asked questions in which they must identify the changes in position of an object when acted upon by unbalanced forces.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
479	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(ii) identify the changes in direction when acted upon by unbalanced forces	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students identify the changes in direction of an object when acted upon by unbalanced forces.	Q2-Q3-Q4 of the Assessment in the Activity Object assess students' ability to identify the changes in direction of an object when acted upon by unbalanced forces.
480	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(ii) identify the changes in direction when acted upon by unbalanced forces	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)		Q1-Q2-Q3 of the "Learner Journal" section of the Activity Sheet require students to identify the changes in direction of an object when acted upon by unbalanced forces.
481	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(iii) identify the changes in speed of an object when acted upon by unbalanced forces	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students identify the changes in the speed of an object when acted upon by unbalanced forces.	Q5 of the Assessment in the Activity Object asks students to identify the changes in the speed of an object when acted upon by unbalanced forces.
482	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(iii) identify the changes in speed of an object when acted upon by unbalanced forces	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)		Section 4 in the "Learner Journal" section of the Activity Sheet asks students to identify the changes in the speed of an object when acted upon by unbalanced forces.
483	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(iii) identify the changes in speed of an object when acted upon by unbalanced forces	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	The Activity Object demonstrates and identifies changes in the speed of an object when acted upon by unbalanced forces.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object assess students' ability to identify the changes in the speed of an object when acted upon by unbalanced forces.
484	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(iii) identify the changes in speed of an object when acted upon by unbalanced forces	TX2_USSSM080106	Friction (TX2_USSSM080106)	The Activity Object demonstrates and identifies how the speed of an object is affected by unbalanced forces, when friction exists, and the factors that affect friction.	The Activity Sheet asks questions in which students need to identify the changes in the speed of objects when they are acted upon by unbalanced forces.
485	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(iv) describe the changes in position when acted upon by unbalanced forces	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	The Activity Object teaches students how to identify and describe the changes in position of an object when acted upon by unbalanced forces.	The Activity Sheet asks students a question in which they must describe the changes in position of an object when acted upon by unbalanced forces.
486	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(v) describe the changes in direction of an object when acted upon by unbalanced forces	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	The Activity Object teaches students how to identify and describe the changes in direction of an object when acted upon by unbalanced forces.	Q1 and Q2 in the "Reflections" section of the Activity Sheet ask students to identify and describe the changes in direction of an object when acted upon by unbalanced forces.
487	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(vi) describe the changes in speed of an object when acted upon by unbalanced forces	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	The Activity Object teaches students how to identify and describe the changes in speed of an object when acted upon by unbalanced forces.	Q1 and Q2 in the "Reflections" section of the Activity Sheet ask students to identify and describe the changes in direction of an object when acted upon by unbalanced forces.
488	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(vi) describe the changes in speed of an object when acted upon by unbalanced forces	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	The Activity Object demonstrates changes in speed of an object when acted upon by unbalanced forces.	Q1 and Q2 in the "Reflections" section of the Activity Sheet ask students to identify and describe the changes in direction of an object when acted upon by unbalanced forces.
489	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces	(vi) describe the changes in speed of an object when acted upon by unbalanced forces	TX2_USSSM080106	Friction (TX2_USSSM080106)	The Activity Object demonstrates how an object's speed is affected by unbalanced forces, when friction exists, and the factors that affect friction.	The Activity Sheet asks questions in which students need to identify and describe the changes in the speed of objects when they are acted upon by unbalanced forces.
490	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(C) calculate average speed using distance and time measurements		TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	In the Animation, average speed is calculated using distance and time measurements.	Q1 and Q2 in the "After the Animation" section of the Question-Answer Sheet ask students to calculate average speed using distance and time measurements.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
491	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(C) calculate average speed using distance and time measurements		TX2_USSAN080203	Calculation of Speed (TX2_USSAN080203)	In the Animation, average speed is calculated using distance and time measurements.	Q1 and Q2 in the "After the Animation" section of the Question-Answer Sheet ask students to calculate average speed using distance and time measurements.
492	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(C) calculate average speed using distance and time measurements		TX2_USSAN080202	Calculating Average Speed (TX2_USSAN080202)	In the Animation, average speed is calculated using distance and time measurements.	Q1 and Q2 in the "After the Animation" section of the Question-Answer Sheet ask students to calculate average speed using distance and time measurements.
493	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(i) measure changes in motion	TX2_USSSM080202	Truck On: Position-Time and Velocity-Time Graphs (TX2_USSSM080202)	In the Activity Object, students measure changes in motion.	Q1-Q2-Q3-Q4 of the Assessment in the Activity Object ask students to measure changes in motion.
494	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(i) measure changes in motion	TX2_USSSM080202	Truck On: Position-Time and Velocity-Time Graphs (TX2_USSSM080202)		Q2-Q3-Q4 of the "Doing the Activity" section of the Activity Sheet ask students to measure changes in motion.
495	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(i) measure changes in motion	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	In the Animation, changes in motion are measured in order to draw motion graphs.	Q1 of the "After the Animation" section in the Question-Answer Sheet asks students about measuring changes in motion.
496	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(i) measure changes in motion	TX2_USSAN080203	Calculation of Speed (TX2_USSAN080203)	In the Animation, changes in motion are measured in order to calculate speed.	The Question-Answer Sheet asks students a question about measuring changes in motion.
497	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(i) measure changes in motion	TX2_USSAN080202	Calculating Average Speed (TX2_USSAN080202)	In the Animation, changes in motion are measured in order to calculate speed.	The Question-Answer Sheet asks students a question about measuring changes in motion.
498	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(ii) graph changes in motion	TX2_USSSM080202	Truck On: Position-Time and Velocity-Time Graphs (TX2_USSSM080202)	The Activity Object shows students how to graph changes in motion.	Q5 of the Assessment in the Activity Object assess students' ability to graph changes in motion.
499	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(ii) graph changes in motion	TX2_USSSM080202	Truck On: Position-Time and Velocity-Time Graphs (TX2_USSSM080202)		Q1 and Q2 in the "Thinking About the Activity" section in the Activity Sheet assess students' ability to graph changes in motion.
500	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(D) measure and graph changes in motion	(ii) graph changes in motion	TX2_USSAN080204	Motion Graph of Constant Velocity (TX2_USSAN080204)	In the Animation, changes in motion are graphed.	Q2 in the "After the Animation" section of the Question-Answer Sheet assesses students' ability to graph changes in motion.
501	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(E) investigate how inclined planes and pulleys can be used to change the amount of force to move an object	(i) investigate how inclined planes can be used to change the amount of force to move an object	TX2_USSXP090203	Inclined Planes (TX2_USSXP090203)	In the Activity Object, students investigate how inclined planes can be used to change the amount of force to move an object.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object ask students about their investigations into how inclined planes can be used to change the amount of force to move an object.
502	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(E) investigate how inclined planes and pulleys can be used to change the amount of force to move an object	(i) investigate how inclined planes can be used to change the amount of force to move an object	TX2_USSXP090203	Inclined Planes (TX2_USSXP090203)		Q1-Q2-Q3-Q4-Q5-Q6 of the "Learner Journal" section of the Activity Sheet ask students about their investigations into how inclined planes can be used to change the amount of force to move an object.
503	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(E) investigate how inclined planes and pulleys can be used to change the amount of force to move an object	(i) investigate how inclined planes can be used to change the amount of force to move an object	TX2_USSXP090203	Inclined Planes (TX2_USSXP090203)	The Enrichment Sheet investigates how inclined planes can be used to change the amount of force to move an object.	The Enrichment Sheet assesses students on their investigations into how inclined planes can be used to change the amount of force to move an object.
504	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(E) investigate how inclined planes and pulleys can be used to change the amount of force to move an object	(ii) investigate how pulleys can be used to change the amount of force to move an object	TX2_USSAN090204	Fixed Pulleys (TX2_USSAN090204)	The Animation investigates how pulleys can be used to change the amount of force to move an object	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students about their investigations into how pulleys can be used to change the amount of force to move an object.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
505	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(E) investigate how inclined planes and pulleys can be used to change the amount of force to move an object	(ii) investigate how pulleys can be used to change the amount of force to move an object	TX2_USSAN090202	Movable Pulleys (TX2_USSAN090202)	The Animation investigates how pulleys can be used to change the amount of force to move an object	Q1-Q2-Q3-Q4-Q5 of the "After the Animation" section in the Question-Answer Sheet ask students about their investigations into how pulleys can be used to change the amount of force to move an object.
506	(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. The student is expected to:	(E) investigate how inclined planes and pulleys can be used to change the amount of force to move an object	(ii) investigate how pulleys can be used to change the amount of force to move an object	TX2_USSAN090205	Input and Output Forces on Pulleys (TX2_USSAN090205)	The Animation investigates how pulleys can be used to change the amount of force to move an object	The Question-Answer Sheet asks students about their investigations into how pulleys can be used to change the amount of force to move an object.
507	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(i) investigate methods of thermal energy transfer, including conduction	TX2_USSXP040201	Heat Conduction (TX2_USSXP040201)	In the Activity Object, students investigate methods of thermal energy transfer, including conduction.	Q1-Q2-Q3-Q4-Q5 in the Assessment in the Activity Object ask students about their investigations into the methods of thermal energy transfer, including conduction.
508	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(i) investigate methods of thermal energy transfer, including conduction	TX2_USSSM040107	Heat Conduction of Different Materials (TX2_USSSM040107)	In the Activity Object, students investigate methods of thermal energy transfer, including conduction, by identifying heat conduction of different materials.	Q1-Q2-Q3-Q4-Q5 in the Assessment in the Activity Object ask students about their investigations into the methods of thermal energy transfer, including conduction.
509	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(i) investigate methods of thermal energy transfer, including conduction	TX2_USSAN040202	Conduction, Convection, and Radiation (TX2_USSAN040202)	The Animation investigates methods of thermal energy transfer, including conduction.	Q1 of the "After the Animation" section of the Question-Answer Sheet asks students about their investigations into the methods of thermal energy transfer, including conduction.
510	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(i) investigate methods of thermal energy transfer, including conduction	TX2_USSAN040202	Conduction, Convection, and Radiation (TX2_USSAN040202)		Q1 and Q3 of the Enrichment Sheet ask students about their investigations into the methods of thermal energy transfer, including conduction.
511	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(i) investigate methods of thermal energy transfer, including conduction	TX2_USSSM040203	Heat Transfer in a Truck Engine (TX2_USSSM040203)	In the Activity Object, students investigate methods of thermal energy transfer, including the identification of heat conduction in a truck engine.	The Activity Object asks students about their investigations into the methods of thermal energy transfer, including heat conduction in a truck engine.
512	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(ii) investigate methods of thermal energy transfer, including convection	TX2_USSAN040202	Conduction, Convection, and Radiation (TX2_USSAN040202)	The Animation investigates methods of thermal energy transfer, including convection.	Q3 of the "After the Animation" section of the Question-Answer Sheet asks students about their investigations into the methods of thermal energy transfer, including convection.
513	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(ii) investigate methods of thermal energy transfer, including convection	TX2_USSAN040202	Conduction, Convection, and Radiation (TX2_USSAN040202)	The Enrichment Sheet investigates methods of thermal energy transfer, including convection.	Q4 of the Enrichment Sheet asks students about their investigations into the methods of thermal energy transfer, including convection.
514	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(iii) investigate methods of thermal energy transfer, including radiation	TX2_USSAN040202	Conduction, Convection, and Radiation (TX2_USSAN040202)	The Animation investigates methods of thermal energy transfer, including radiation.	Q2 and Q4 of the "After the Animation" section of the Question-Answer Sheet ask students about their investigations into the methods of thermal energy transfer, including radiation.
515	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(iii) investigate methods of thermal energy transfer, including radiation	TX2_USSAN040202	Conduction, Convection, and Radiation (TX2_USSAN040202)	The Enrichment Sheet investigates methods of thermal energy transfer, including radiation.	Q2 of the Enrichment Sheet asks students about their investigations into the methods of thermal energy transfer, including radiation.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
516	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(A) investigate methods of thermal energy transfer, including conduction, convection, and radiation	(iii) investigate methods of thermal energy transfer, including radiation	TX2_USSAN040203	Radiation (TX2_USSAN040203)	The Animation investigates methods of thermal energy transfer, including radiation.	Q1-Q2-Q3 of the "After the Animation" section of the Question-Answer Sheet ask students about their investigations into the methods of thermal energy transfer, including radiation.
517	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting	(i) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature	TX2_USSAN040201	The Transfer of Heat, and Equilibrium Temperature (TX2_USSAN040201)	The Animation verifies through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature, which is called the equilibrium temperature.	Q1-Q2-Q3 of the "After the Animation" section in the Question-Answer Sheet ask students about verifying through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.
518	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting	(i) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature	TX2_USSSM040203	Heat Transfer in a Truck Engine (TX2_USSSM040203)	In the Activity Object, students verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.	Q3 of the Assessment in the Activity Object asks students to verify through their investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature
519	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting	(i) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature	TX2_USSSM040203	Heat Transfer in a Truck Engine (TX2_USSSM040203)		Q1 and Q2 in the "Thinking About the Activity" section in the Activity Sheet ask students to verify through their investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.
520	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting	(i) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature	TX2_USSXP040201	Heat Conduction (TX2_USSXP040201)	In the Activity Object, students verify through an experiment that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.	The Activity Sheet assesses students' ability to verify through their investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.
521	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting	(i) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature	TX2_USSSM040107	Heat Conduction of Different Materials (TX2_USSSM040107)	In the Activity Object, students verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.	The Activity Sheet assesses students' ability to verify through their investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.
522	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(B) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature such as an ice cube melting	(i) verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature	TX2_USSAN040202	Conduction, Convection, and Radiation (TX2_USSAN040202)	The Animation verifies through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.	The Question-Answer Sheet assesses students' ability to verify through investigations that thermal energy moves in a predictable pattern from warmer to cooler until all the substances attain the same temperature.
523	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(C) demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy	(i) demonstrate energy transformations	TX2_USSSM040302	Conservation of Mechanical Energy (TX2_USSSM040302)	The Activity Object demonstrates energy transformations.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object ask students to demonstrate knowledge of energy transformations.
524	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(C) demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy	(i) demonstrate energy transformations	TX2_USSSM040104	Roller Coaster Design: Gravitational Potential and Kinetic Energy (TX2_USSSM040104)	The Activity Object demonstrates energy transformations.	Q3-Q4-Q5 of the Assessment in the Activity Object ask students to demonstrate knowledge of energy transformations.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
525	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(C) demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy	(i) demonstrate energy transformations	TX2_USSSM040301	Energy Conversions in a Power Plant (TX2_USSSM040301)	The Activity Object demonstrates energy transformations.	Q3-Q4-Q5 of the Assessment in the Activity Object require students to demonstrate knowledge of energy transformations.
526	(9) Force, motion, and energy. The student knows that the Law of Conservation of Energy states that energy can neither be created nor destroyed, it just changes form. The student is expected to:	(C) demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy	(i) demonstrate energy transformations	TX2_USSAN040302	Why Does Kinetic Energy Change? (TX2_USSAN040302)	The Activity Object uses a pendulum to demonstrate energy transformation.	The Question-Answer Sheet assesses students on their ability to explain and demonstrate knowledge of energy transformations.
527	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(i) build a model to illustrate the structural layers of Earth, including the inner core	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In Part 2 and Part 3 of the Activity Object, students build a model to illustrate the structural layers of Earth, including the inner core.	Q5 of the "Learner Journal" section of the Activity Sheet, as well as Q2 of the "Reflections" section of the Activity Sheet, assess students' ability to build and understand a model that illustrates the structural layers of Earth, including the inner core.
528	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(ii) build a model to illustrate the structural layers of Earth, including the outer core	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In Part 1 and Part 2 of the Activity Object, students build a model to illustrate the structural layers of Earth, including the outer core.	Q4 of the "Learner Journal" section of the Activity Sheet, as well as Q2 of the "Reflections" section of the Activity Sheet, assess students' ability to build and understand a model that illustrates the structural layers of Earth, including the outer core.
529	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(iii) build a model to illustrate the structural layers of Earth, including the mantle	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In Part 1 and Part 2 of the Activity Object, students build a model to illustrate the structural layers of Earth, including the mantle.	Q3 of the "Learner Journal" section of the Activity Sheet, as well as Q2 of the "Reflections" section of the Activity Sheet, assess students' ability to build and understand a model that illustrates the structural layers of Earth, including the mantle.
530	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(iv) build a model to illustrate the structural layers of Earth, including the crust	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In Part 1 and Part 2 of the Activity Object, students build a model to illustrate the structural layers of Earth, including the crust.	Q2 of the "Learner Journal" section of the Activity Sheet, as well as Q2 of the "Reflections" section of the Activity Sheet, assess students' ability to build and understand a model that illustrates the structural layers of Earth, including the crust.
531	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(v) build a model to illustrate the structural layers of Earth, including the asthenosphere	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In Part 1 and Part 2 of the Activity Object, students build a model to illustrate the structural layers of Earth, including the asthenosphere.	Q3 of the "Learner Journal" section of the Activity Sheet, as well as Q2 of the "Reflections" section of the Activity Sheet, assess students' ability to build and understand a model that illustrates the structural layers of Earth, including the asthenosphere.
532	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(A) build a model to illustrate the structural layers of Earth, including the inner core, outer core, mantle, crust, asthenosphere, and lithosphere	(vi) build a model to illustrate the structural layers of Earth, including the lithosphere	TX2_USSSM130112	The Structural Layers of Earth (TX2_USSSM130112)	In Part 1 and Part 2 of the Activity Object, students build a model to illustrate the structural layers of Earth, including the lithosphere.	Q3 of the "Learner Journal" section of the Activity Sheet, as well as Q2 of the "Reflections" section of the Activity Sheet, assess students' ability to build and understand a model that illustrates the structural layers of Earth, including the lithosphere.
533	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(B) classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation		TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)	In the Activity Object, students classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation.	Q2-Q3-Q4-Q5 of the Assessment in the Activity Object ask students to classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
534	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(B) classify rocks as metamorphic, igneous, or sedimentary by the processes of their formation		TX2_USSSM130201	The Rock Cycle (TX2_USSSM130201)		Q1-Q2-Q3 of the "Doing the Activity" section of the Activity Sheet ask students about classifying rocks as metamorphic, igneous, or sedimentary by the processes of their formation.
535	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(i) identify the major tectonic plates, including Eurasian	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean (TX2_USSSM130105)	In the Activity Object, students identify the major tectonic plates, including Eurasian.	Q3 of the "Doing the Activity" section in the Activity Sheet, as well as Q1 in the "Thinking About the Activity" section of the Activity Sheet, ask students about identifying the major tectonic plates, including Eurasian.
536	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(i) identify the major tectonic plates, including Eurasian	TX2_USSAN130101	Tectonic Plates (TX2_USSAN130101)	The Animation identifies the major tectonic plates, including Eurasian.	Q3 of the "After the Animation" section in the Question-Answer Sheet asks students to identify all major tectonic plates, including Eurasian.
537	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(i) identify the major tectonic plates, including Eurasian	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands (TX2_USSSM130103)	In the Activity Object, students identify the major tectonic plates, including Eurasian.	
538	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(i) identify the major tectonic plates, including Eurasian	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)	In the Activity Object, students identify the major tectonic plates, including Eurasian.	
539	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(i) identify the major tectonic plates, including Eurasian	TX2_USSSM130109	Pangaea: Image of Earth 250 Million Years Ago (TX2_USSSM130109)	In the Activity Object, students identify the major tectonic plates, including Eurasian.	
540	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(ii) identify the major tectonic plates, including African	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean (TX2_USSSM130105)	In the Activity Object, students identify the major tectonic plates, including African.	Q3 of the "Doing the Activity" section in the Activity Sheet, as well as Q1 in the "Thinking About the Activity" section of the Activity Sheet, ask students about identifying the major tectonic plates, including African.
541	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(ii) identify the major tectonic plates, including African	TX2_USSAN130101	Tectonic Plates (TX2_USSAN130101)	The Animation identifies the major tectonic plates, including African.	Q3 of the "After the Animation" section in the Question-Answer Sheet asks students to identify all major tectonic plates, including African.
542	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(ii) identify the major tectonic plates, including African	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands (TX2_USSSM130103)	In the Activity Object, students identify the major tectonic plates, including African.	
543	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(ii) identify the major tectonic plates, including African	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)	In the Activity Object, students identify the major tectonic plates, including African.	
544	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(ii) identify the major tectonic plates, including African	TX2_USSSM130109	Pangaea: Image of Earth 250 Million Years Ago (TX2_USSSM130109)	In the Activity Object, students identify the major tectonic plates, including African.	
545	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iii) identify the major tectonic plates, including Indo-Australian	TX2_USSAN130101	Tectonic Plates (TX2_USSAN130101)	The Animation identifies the major tectonic plates, including Indo-Australian.	Q3 of the "After the Animation" section in the Question-Answer Sheet asks students to identify all major tectonic plates, including Indo-Australian.
546	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iii) identify the major tectonic plates, including Indo-Australian	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean (TX2_USSSM130105)	In the Activity Object, students identify the major tectonic plates, including Indo-Australian.	
547	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iii) identify the major tectonic plates, including Indo-Australian	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands (TX2_USSSM130103)	In the Activity Object, students identify the major tectonic plates, including Indo-Australian.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
548	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iii) identify the major tectonic plates, including Indo-Australian	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)	In the Activity Object, students identify the major tectonic plates, including Indo-Australian.	
549	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iii) identify the major tectonic plates, including Indo-Australian	TX2_USSSM130109	Pangaea: Image of Earth 250 Million Years Ago (TX2_USSSM130109)	In the Activity Object, students identify the major tectonic plates, including Indo-Australian.	
550	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iv) identify the major tectonic plates, including Pacific	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean (TX2_USSSM130105)	In the Activity Object, students identify the major tectonic plates, including Pacific.	Q1 of the "Thinking About the Activity Object" section of the Activity Sheet asks students to identify the major tectonic plates, including Pacific.
551	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iv) identify the major tectonic plates, including Pacific	TX2_USSAN130101	Tectonic Plates (TX2_USSAN130101)	The Animation identifies the major tectonic plates, including Pacific.	Q3 of the "After the Animation" section in the Question-Answer Sheet asks students to identify all major tectonic plates, including Pacific.
552	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iv) identify the major tectonic plates, including Pacific	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands (TX2_USSSM130103)	In the Activity Object, students identify the major tectonic plates, including Pacific.	
553	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iv) identify the major tectonic plates, including Pacific	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)	In the Activity Object, students identify the major tectonic plates, including Pacific.	
554	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(iv) identify the major tectonic plates, including Pacific	TX2_USSSM130109	Pangaea: Image of Earth 250 Million Years Ago (TX2_USSSM130109)	In the Activity Object, students identify the major tectonic plates, including Pacific.	
555	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(v) identify the major tectonic plates, including North American	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean (TX2_USSSM130105)	In the Activity Object, students identify the major tectonic plates, including North American.	Q1 of the "Thinking About the Activity Object" section of the Activity Sheet asks students to identify the major tectonic plates, including North American.
556	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(v) identify the major tectonic plates, including North American	TX2_USSAN130101	Tectonic Plates (TX2_USSAN130101)	The Animation identifies the major tectonic plates, including North American.	Q3 of the "After the Animation" section in the Question-Answer Sheet asks students to identify all major tectonic plates, including North American.
557	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(v) identify the major tectonic plates, including North American	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands (TX2_USSSM130103)	In the Activity Object, students identify the major tectonic plates, including North American.	
558	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(v) identify the major tectonic plates, including North American	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)	In the Activity Object, students identify the major tectonic plates, including North American.	
559	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(v) identify the major tectonic plates, including North American	TX2_USSSM130109	Pangaea: Image of Earth 250 Million Years Ago (TX2_USSSM130109)	In the Activity Object, students identify the major tectonic plates, including North American.	
560	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(vi) identify the major tectonic plates, including South American	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean (TX2_USSSM130105)	In the Activity Object, students identify the major tectonic plates, including South American.	Q1 of the "Thinking About the Activity Object" section of the Activity Sheet asks students to identify the major tectonic plates, including South American.
561	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(vi) identify the major tectonic plates, including South American	TX2_USSAN130101	Tectonic Plates (TX2_USSAN130101)	The Animation identifies the major tectonic plates, including South American.	Q3 of the "After the Animation" section in the Question-Answer Sheet asks students to identify all major tectonic plates, including South American.
562	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(vi) identify the major tectonic plates, including South American	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands (TX2_USSSM130103)	In the Activity Object, students identify the major tectonic plates, including South American.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
563	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(vi) identify the major tectonic plates, including South American	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)	In the Activity Object, students identify the major tectonic plates, including South American.	
564	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(C) identify the major tectonic plates, including Eurasian, African, Indo-Australian, Pacific, North American, and South American	(vi) identify the major tectonic plates, including South American	TX2_USSSM130109	Pangaea: Image of Earth 250 Million Years Ago (TX2_USSSM130109)	In the Activity Object, students identify the major tectonic plates, including South American.	
565	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean (TX2_USSSM130105)	The Activity Object describes how plate tectonics causes major geological events such as the formation of the Atlantic Ocean.	Q2-Q3-Q4-Q5 of the Assessment in the Activity Object assess students' ability to describe how plate tectonics causes major geological events
566	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean (TX2_USSSM130105)		Q1-Q2-Q3 of the "Doing the Activity Object" section of the Activity Sheet, as well as Q1-Q2-Q3 of the "Thinking About the Activity Object" section of the Activity Sheet, ask students to describe how plate tectonics causes major geological events.
567	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands (TX2_USSSM130103)	The Activity Object describes how plate tectonics causes major geological events such as the formation of the Hawaiian Islands.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object assess students' ability to describe how plate tectonics causes major geological events
568	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands (TX2_USSSM130103)		Q1-Q2-Q3 of the "Doing the Activity Object" section of the Activity Sheet, as well as Q1-Q2 of the "Thinking About the Activity Object" section of the Activity Sheet, ask students to describe how plate tectonics causes major geological events.
569	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)	The Activity Object describes how plate tectonics causes major geological events such as the formation of the Himalayas.	Q1-Q2-Q3-Q4-Q5 of the Assessment in the Activity Object assess students' ability to describe how plate tectonics causes major geological events.
570	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)		Q1-Q2-Q3 of the "Doing the Activity Object" section of the Activity Sheet, as well as Q1-Q2 of the "Thinking About the Activity Object" section of the Activity Sheet, ask students to describe how plate tectonics causes major geological events.
571	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	TX2_USSSM130109	Pangaea: Image of Earth 250 Million Years Ago (TX2_USSSM130109)	The Activity Object describes how plate tectonics causes major geological events.	
572	(10) Earth and space. The student understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	(D) describe how plate tectonics causes major geological events such as ocean basins, earthquakes, volcanic eruptions, and mountain building	(i) describe how plate tectonics causes major geological events	TX2_USSSM180103	Analysis of Fossil Evidence (TX2_USSSM180103)	The Activity Object presents data about fossils found in a certain area and examines the evidence to support various explanations about the animals who lived in the area.	
573	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(i) describe the physical properties of the Sun	TX2_USSAN150114	The Sun: Structure of our Star (TX2_USSAN150114)	The Animation describes the physical properties/structure of the sun.	Q1-Q2-Q3 of the "After the Animation" section in the Question-Answer Sheet ask students about the physical properties of the sun.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
574	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(i) describe the physical properties of the Sun	TX2_USSAN150103	The Sun: Our Closest Star (TX2_USSAN150103)	The Animation describes the physical properties of the sun.	Q1-Q2 of the "After the Animation" section in the Question-Answer Sheet ask students to describe the physical properties of the sun.
575	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(i) describe the physical properties of the Sun	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	The Activity Object describes the physical properties of the sun.	
576	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(i) describe the physical properties of the Sun	TX2_USSSM150207	Star Types: In Search of Habitability (TX2_USSSM150207)	In the Activity Object, students provide responses to describe the physical properties of the sun.	
577	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(ii) describe the physical properties of the planets	TX2_USSAN150217	Size of the Planets (TX2_USSAN150217)	The Animation describes physical properties of the planets, such as their sizes.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students to describe the physical properties of the planets.
578	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(ii) describe the physical properties of the planets	TX2_USSAN150219	The Structure of the Planets (TX2_USSAN150219)	The Animation describes physical properties of the planets, such as their structure.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students about the physical properties of the planets.
579	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(ii) describe the physical properties of the planets	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	The Activity Object describes the physical properties of the planets.	
580	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(iii) describe the physical properties of the Galilean moons	TX2_USSAN150201	Galilean Moons (TX2_USSAN150201)	The Animation describes the physical properties of the Galilean moons.	Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students to describe the physical properties of the Galilean moons.
581	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(iii) describe the physical properties of the Galilean moons	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	The Activity Object describes the physical properties of the Galilean moons.	
582	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(iv) describe the physical properties of meteors	TX2_USSAN150205	Meteoroids (TX2_USSAN150205)	The Animation describes the physical properties of meteors.	Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students to describe the physical properties of meteors.
583	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(v) describe the physical properties of asteroids	TX2_USSAN150212	Asteroids (TX2_USSAN150212)	The Animation describes the physical properties of asteroids.	
584	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(v) describe the physical properties of asteroids	TX2_USSAN150212	Asteroids (TX2_USSAN150212)	The Enrichment Sheet teaches students additional information about the physical properties of asteroids.	The Enrichment sheet includes a question that requires students to describe the physical properties of asteroids.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
585	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(vi) describe the physical properties of comets	TX2_USSSM150203	Comets (TX2_USSSM150203)	The Activity Object describes the physical properties of comets.	Q2 and Q3 of the Assessment in the Activity Object ask students about the physical properties of comets.
586	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(vi) describe the physical properties of comets	TX2_USSSM150203	Comets (TX2_USSSM150203)		Q3 of the "Doing the Activity Object" section of the Activity Sheet requires students to be able to describe the physical properties of comets.
587	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(vii) describe the location of the Sun	TX2_USSAN150103	The Sun: Our Closest Star (TX2_USSAN150103)	The Animation describes the location of the sun.	Q3 and Q4 of the "After the Animation" section in the Question-Answer Sheet ask students to describe the location of the sun.
588	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(vii) describe the location of the Sun	TX2_USSAN150209	The Position of the Planets (TX2_USSAN150209)	The Animation describes the location of the sun relative to the location of the planets.	Q1 of the "After the Animation" section in the Question-Answer Sheet requires students to be able to describe the location of the sun.
589	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(vii) describe the location of the Sun	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	This interactive software model and accompanying information describe the location of the sun.	
590	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(vii) describe the location of the Sun	TX2_USSSM150207	Star Types: In Search of Habitability (TX2_USSSM150207)	In the Activity Object, students learn about the location of the sun.	
591	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(viii) describe the location of the planets	TX2_USSAN150209	The Position of the Planets (TX2_USSAN150209)	The Animation describes the locations of the planets.	Q1-Q2-Q3 of the "After the Animation" section in the Question-Answer Sheet ask students to describe the locations of the planets.
592	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(viii) describe the location of the planets	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	The interactive software model and accompanying information describe the locations of the planets.	
593	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(ix) describe the locations of the Galilean moons	TX2_USSAN150201	Galilean Moons (TX2_USSAN150201)	The Animation describes the locations of the Galilean moons.	Q1 of the "After the Animation" section in the Question-Answer Sheet asks students to describe the locations of the Galilean moons.
594	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(ix) describe the locations of the Galilean moons	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	The interactive software model and accompanying information describe the locations of the Galilean moons.	
595	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(x) describe the locations of meteors	TX2_USSAN150205	Meteoroids (TX2_USSAN150205)	The Animation describes the locations of meteors.	Q1 of the "After the Animation" section in the Question-Answer Sheet asks students to describe the locations of meteors.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
596	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xi) describe the locations of asteroids	TX2_USSAN150212	Asteroids (TX2_USSAN150212)	The Animation describes the locations of asteroids.	
597	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xi) describe the locations of asteroids	TX2_USSAN150212	Asteroids (TX2_USSAN150212)	The Enrichment sheet teaches students additional information about asteroids, including the locations of asteroids in the solar system.	The Enrichment Sheet includes a question that asks students to describe the locations of asteroids.
598	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xii) describe the locations of comets	TX2_USSSM150203	Comets (TX2_USSSM150203)	The Activity Object describes the locations of comets.	Q1 of the "Doing the Activity Object" section of the Activity Sheet, as well as Q2 of the "Thinking About the Activity Object" section of the Activity Sheet, ask students to describe the locations of comets.
599	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xiii) describe the movements of the Sun	TX2_USSAN150114	The Sun: Structure of our Star (TX2_USSAN150114)	The Animation describes the movements of the sun.	Q4 of the "After the Animation" section in the Question-Answer Sheet asks students to describe the movements of the sun.
600	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xiii) describe the movements of the Sun	TX2_USSAN150103	The Sun: Our Closest Star (TX2_USSAN150103)	The Animation describes the movements of the sun.	Q3 of the "After the Animation" section in the Question-Answer Sheet asks students to describe the movements of the sun.
601	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xiv) describe the movements of the planets	TX2_USSUN150201	The Solar System (TX2_USSUN150201)	The interactive software model and accompanying information describe the movements of the planets.	
602	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xiv) describe the movements of the planets	TX2_USSAN150210	Motion of the Planets (TX2_USSAN150210)	The Animation describes the movements of the planets.	Q1-Q2-Q3 of the "After the Animation" section in the Question-Answer Sheet ask students to describe the movements of the planets.
603	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xv) describe the movements of the Galilean moons	TX2_USSAN150201	Galilean Moons (TX2_USSAN150201)	The Enrichment Sheet describes the motion of the Galilean moons.	The Enrichment Sheet asks a question that requires students to be able to describe the movements of the Galilean Moons.
604	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xvi) describe the movements of meteors	TX2_USSAN150205	Meteoroids (TX2_USSAN150205)	The Animation describes the movements of meteors.	Q1 of the "After the Animation" section in the Question-Answer Sheet asks students to describe the movements of meteors.
605	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xvii) describe the movements of asteroids	TX2_USSAN150212	Asteroids (TX2_USSAN150212)	The Animation describes the movements of asteroids.	
606	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xvii) describe the movements of asteroids	TX2_USSAN150212	Asteroids (TX2_USSAN150212)	The Enrichment Sheet provides additional information about asteroids, including their movements.	The Enrichment Sheet asks a question that requires students to be able to describe the movements of asteroids.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
607	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xviii) describe the movements of comets	TX2_USSSM150203	Comets (TX2_USSSM150203)	The Activity Object describes the movements of comets.	Q1-Q4-Q5 of the Assessment in the Activity Object ask students about the movement of comets.
608	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(A) describe the physical properties, locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	(xviii) describe the movements of comets	TX2_USSSM150203	Comets (TX2_USSSM150203)		Q1 in the "Doing the Activity Object" section of the Activity Sheet asks students to describe the movement of comets.
609	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(B) understand that gravity is the force that governs the motion of our solar system		TX2_USSAN080601	Newton's Law of Universal Gravitation (TX2_USSAN080601)	The Animation teaches students that gravity is the force that governs the motion of our solar system.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students questions that measure their understanding of gravity as the force that governs the motion of our solar system.
610	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(B) understand that gravity is the force that governs the motion of our solar system		TX2_USSSM150201	Space Objects: Gravity and Motion (TX2_USSSM150201)	The Activity Object explains that gravity is the force that governs the motion of our solar system.	Q1-Q2-Q4-Q5 of the Assessment in the Activity Object ask students questions about gravity as it relates to the force that governs the motion of our solar system.
611	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(B) understand that gravity is the force that governs the motion of our solar system		TX2_USSSM150202	Space Objects: Interactions Due to Gravitational Forces (TX2_USSSM150202)	The Activity Object explains that gravity is the force that governs the motion of our solar system.	
612	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(i) describe the history of space exploration, including the types of equipment needed for space travel	TX2_USSSM150211	Technologies Used in Space Exploration (TX2_USSSM150211)	In the Activity Object, students learn about space exploration and the types of equipment needed for space travel.	Q1 and Q3 of the Assessment in the Activity Object ask questions that require students to be able to describe the history of space exploration, including the types of equipment needed for space travel.
613	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(i) describe the history of space exploration, including the types of equipment needed for space travel	TX2_USSSM150211	Technologies Used in Space Exploration (TX2_USSSM150211)		Q2 of the "Learner Journal" section of the Activity Sheet requires students to be able to describe types of equipment needed for space travel
614	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(i) describe the history of space exploration, including the types of equipment needed for space travel	TX2_USSAN150223	Space Technology (TX2_USSAN150223)	The Animation describes the history of space exploration, including the types of equipment needed for space travel.	Q1-Q2-Q3 of the "After the Animation" section in the Question-Answer Sheet assess students' ability to describe the history of space exploration, including the types of equipment and types of transportation needed for space travel.
615	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(i) describe the history of space exploration, including the types of equipment needed for space travel	TX2_USSAN150110	First Man on the Moon (TX2_USSAN150110)	The Animation describes the history of space exploration, including the types of equipment needed for space travel.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet assess students' ability to describe the history of space exploration, including the types of equipment and types of transportation needed for space travel.
616	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(i) describe the history of space exploration, including the types of equipment needed for space travel	TX2_USSAN150218	Space Shuttles (TX2_USSAN150218)	The Animation describes the history of space exploration, including the types of equipment needed for space travel, such as space shuttles.	Q1 and Q2 of the "After the Animation" section in the Question-Answer Sheet ask students to describe space exploration, including the types of equipment needed for space travel (space shuttles).

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
617	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(i) describe the history of space exploration, including the types of equipment needed for space travel	TX2_USSAN150216	Rockets (TX2_USSAN150216)	The Animation describes the history of space exploration, including the types of equipment needed for space travel, such as rockets.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students about space exploration, including the types of equipment needed for space travel (rockets).
618	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(ii) describe the history of space exploration, including the types of transportation needed for space travel	TX2_USSSM150211	Technologies Used in Space Exploration (TX2_USSSM150211)	In the Activity Object, students learn about the history of space exploration, and the types of transportation needed for space travel.	Q2 of the Assessment in the Activity Object asks students to describe the history of space exploration, including the types of transportation needed for space travel.
619	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(ii) describe the history of space exploration, including the types of transportation needed for space travel	TX2_USSSM150211	Technologies Used in Space Exploration (TX2_USSSM150211)		Q3 in the "Learner Journal" section of the Activity Sheet, asks students about the types of transportation needed for space travel.
620	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(ii) describe the history of space exploration, including the types of transportation needed for space travel	TX2_USSAN150223	Space Technology (TX2_USSAN150223)	The Animation describes the history of space exploration, including the types of transportation needed for space travel.	Q1-Q2-Q3 of the "After the Animation" section in the Question-Answer Sheet assess students' ability to describe the history of space exploration, including the types of transportation needed for space travel.
621	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(ii) describe the history of space exploration, including the types of transportation needed for space travel	TX2_USSAN150110	First Man on the Moon (TX2_USSAN150110)	The Animation describes the history of space exploration, including the types of transportation needed for space travel.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet assess students' ability to describe the history of space exploration, including the types of transportation needed for space travel.
622	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(ii) describe the history of space exploration, including the types of transportation needed for space travel	TX2_USSAN150218	Space Shuttles (TX2_USSAN150218)	The Animation describes the history of space exploration, including the types of transportation needed for space travel, such as space shuttles.	Q1 and Q2 of the "After the Animation" section in the Question-Answer Sheet ask students to describe space exploration, including the types of transportation needed for space travel (space shuttles).
623	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(ii) describe the history of space exploration, including the types of transportation needed for space travel	TX2_USSAN150216	Rockets (TX2_USSAN150216)	The Animation describes the history of space exploration, including the types of transportation needed for space travel, such as rockets.	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-Answer Sheet ask students about space exploration, including the types of transportation devices needed for space travel (rockets).
624	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(iii) describe the future of space exploration, including the types of equipment needed for space travel	TX2_USSSM150211	Technologies Used in Space Exploration (TX2_USSSM150211)	The Activity Object describes past and future technologies of space exploration, including the types of equipment needed for space travel.	
625	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(iii) describe the future of space exploration, including the types of equipment needed for space travel	TX2_USSSM150211	Technologies Used in Space Exploration (TX2_USSSM150211)	The Enrichment Sheet further details the future of space exploration, including the types of equipment that may be needed, or used, for future space travel.	The Enrichment Sheet assesses students on their ability to describe the future of space exploration, including the types of equipment that may be needed, or used, for future space travel.
626	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(iv) describe the future of space exploration, including the types of transportation needed for space travel	TX2_USSSM150211	Technologies Used in Space Exploration (TX2_USSSM150211)	The Activity Object describes past and future technologies of space exploration, including the types of transportation needed for space travel.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
627	(11) Earth and space. The student understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	(C) describe the history and future of space exploration, including the types of equipment and transportation needed for space travel	(iv) describe the future of space exploration, including the types of transportation needed for space travel	TX2_USSSM150211	Technologies Used in Space Exploration (TX2_USSSM150211)	The Enrichment Sheet further details the future of space exploration, including the types of equipment that may be needed, or used, for future space travel.	The Enrichment Sheet assesses students on their ability to describe the future of space exploration, including the types of equipment that may be needed, or used, for future space travel.
628	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(A) understand that all organisms are composed of one or more cells		TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	The Activity Object teaches students an understanding that all organisms are composed of one or more cells.	Q1 and Q2 of the Assessment in the Activity Object test students on their ability to understand that all organisms are composed of one or more cells.
629	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(A) understand that all organisms are composed of one or more cells		TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)		Q1 and Q2 of the "Doing the Activity Object" section of the Activity Sheet test students on their ability to understand that all organisms are composed of one or more cells.
630	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(B) recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic		TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	The Activity Object teaches students to recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic.	Q3 and Q4 of the Assessment in the Activity Object require students to recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic.
631	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(B) recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic		TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)		Q2 of the "Doing the Activity Object" section of the Activity Sheet requires students to recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic.
632	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(B) recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic		TX2_USSAN160102	The Structure of Bacteria (TX2_USSAN160102)	The Animation teaches students to recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic.	Q4 and Q5 of the "After the Animation" section in the Question-Answer Sheet require students to recognize that the presence of a nucleus determines whether a cell is prokaryotic or eukaryotic.
633	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(C) recognize that the broadest taxonomic classification of living organisms is divided into currently recognized Domains		TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	The Animation teaches students to recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains.	Q1 of the "Before the Animation" section in the Question-Answer Sheet, as well as Q1 of the "After the Animation" section in the Question-Answer Sheet, require students to recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
634	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(C) recognize that the broadest taxonomic classification of living organisms is divided into currently recognized Domains		TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	In the Enrichment Sheet, students learn to recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains.	Q2 in the Enrichment Sheet requires students to recognize that the broadest taxonomic classification of living organisms is divided into currently recognized domains.
635	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(i) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, that further classify them in the currently recognized Kingdoms	TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	The Activity Object teaches students to identify the basic characteristics of organisms, including prokaryotic or eukaryotic, that further classify them in the currently recognized kingdoms.	The Activity Sheet asks questions that require students to identify the basic characteristics of organisms, including prokaryotic or eukaryotic, that further classify them in the currently recognized kingdoms.
636	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(i) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, that further classify them in the currently recognized Kingdoms	TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	In the Enrichment Sheet, students learn to recognize that the basic characteristics of organisms, including prokaryotic or eukaryotic, that further classify them in the currently recognized Kingdoms.	The Enrichment Sheet asks a question that requires students to identify the basic characteristics of organisms, including prokaryotic or eukaryotic, that further classify them in the currently recognized kingdoms.
637	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(ii) identify the basic characteristics of organisms, including unicellular or multicellular, that further classify them in the currently recognized Kingdoms	TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	The Activity Object teaches students to identify the basic characteristics of organisms, including unicellular or multicellular, that further classify them in the currently recognized kingdoms.	The Activity Sheet asks questions that require students to identify the basic characteristics of organisms, including unicellular or multicellular, that further classify them in the currently recognized kingdoms.
638	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(ii) identify the basic characteristics of organisms, including unicellular or multicellular, that further classify them in the currently recognized Kingdoms	TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	In the Enrichment Sheet, students learn to recognize the basic characteristics of organisms, including unicellular or multicellular, that further classify them in the currently recognized Kingdoms.	The Enrichment Sheet asks a question that requires students to identify the basic characteristics of organisms, including unicellular or multicellular, that further classify them in the currently recognized kingdoms.
639	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(iii) identify the basic characteristics of organisms, including autotrophic or heterotrophic, that further classify them in the currently recognized Kingdoms	TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	The Activity Object teaches students to identify the basic characteristics of organisms, including autotrophic or heterotrophic, that further classify them in the currently recognized kingdoms.	The Activity Sheet asks questions that require students to identify the basic characteristics of organisms, including autotrophic or heterotrophic, that further classify them in the currently recognized kingdoms.
640	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(iii) identify the basic characteristics of organisms, including autotrophic or heterotrophic, that further classify them in the currently recognized Kingdoms	TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	In the Enrichment Sheet, students learn to recognize that the basic characteristics of organisms, including autotrophic or heterotrophic, that further classify them in the currently recognized kingdoms.	The Enrichment Sheet asks a question that requires students to identify the basic characteristics of organisms, including autotrophic or heterotrophic, that further classify them in the currently recognized kingdoms.

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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
641	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(iv) identify the basic characteristics of organisms, including mode of reproduction, that further classify them in the currently recognized Kingdoms	TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	The Activity Object teaches students to identify the basic characteristics of organisms, including mode of reproduction, that further classify them in the currently recognized kingdoms.	The Activity Sheet asks questions that require students to identify the basic characteristics of organisms, including mode of reproduction, that further classify them in the currently recognized kingdoms.
642	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(iv) identify the basic characteristics of organisms, including mode of reproduction, that further classify them in the currently recognized Kingdoms	TX2_USSAN180206	Domains and Kingdoms (TX2_USSAN180206)	In the Enrichment Sheet, students learn to recognize the basic characteristics of organisms, including mode of reproduction, that further classify them in the currently recognized kingdoms.	The Enrichment Sheet asks questions that require students to identify the basic characteristics of organisms, including mode of reproduction, that further classify them in the currently recognized kingdoms.
643	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(D) identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms	(iv) identify the basic characteristics of organisms, including mode of reproduction, that further classify them in the currently recognized Kingdoms	TX2_USSSM180204	Introduction to Classification (TX2_USSSM180204)	In the Activity Object, students learn how to classify organisms, including identifying the basic characteristics of organisms that further classify them in the currently recognized kingdoms.	
644	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(E) describe biotic and abiotic parts of an ecosystem in which organisms interact	(i) describe biotic parts of an ecosystem in which organisms interact	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	The Animation describes biotic parts of an ecosystem in which organisms interact.	Q1 and Q2 of the "After the Animation" section in the Question-Answer Sheet ask students to describe biotic parts of an ecosystem in which organisms interact.
645	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(E) describe biotic and abiotic parts of an ecosystem in which organisms interact	(i) describe biotic parts of an ecosystem in which organisms interact	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Enrichment Sheet, students learn more about how to describe biotic parts of an ecosystem in which organisms interact.	In the Enrichment Sheet, students are asked to describe biotic parts of an ecosystem in which organisms interact.
646	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(E) describe biotic and abiotic parts of an ecosystem in which organisms interact	(ii) describe abiotic parts of an ecosystem in which organisms interact	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	The Animation describes abiotic parts of an ecosystem in which organisms interact.	Q3 and Q4 of the "After the Animation" section in the Question-Answer Sheet ask students to describe abiotic parts of an ecosystem in which organisms interact.
647	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(E) describe biotic and abiotic parts of an ecosystem in which organisms interact	(ii) describe abiotic parts of an ecosystem in which organisms interact	TX2_USSAN190101	Biotic and Abiotic Factors in Ecosystems (TX2_USSAN190101)	In the Enrichment Sheet, students learn more about how to describe abiotic parts of an ecosystem in which organisms interact.	Q3 and Q4 of the Enrichment Sheet ask students to describe abiotic parts of an ecosystem in which organisms interact.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
648	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(i) diagram the levels of organization within an ecosystem, including organism	TX2_USSAN190112	Levels of Organization in Ecological Systems (TX2_USSAN190112)	The Animation diagrams the levels of organization within an ecosystem, including organism.	The Question-Answer Sheet asks students to diagram the levels of organization within an ecosystem, including organism.
649	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(i) diagram the levels of organization within an ecosystem, including organism	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students learn how to diagram the levels of organization within an ecosystem, including organism.	
650	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(i) diagram the levels of organization within an ecosystem, including organism	TX2_USSSM190102	Habitat Designer: Sea Turtle (TX2_USSSM190102)	In the Activity Object, students learn how to diagram the levels of organization within an ecosystem, including organism.	
651	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(ii) diagram the levels of organization within an ecosystem, including population	TX2_USSAN190112	Levels of Organization in Ecological Systems (TX2_USSAN190112)	The Animation diagrams the levels of organization within an ecosystem, including population.	The Question-Answer Sheet asks students to diagram the levels of organization within an ecosystem, including population.
652	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(ii) diagram the levels of organization within an ecosystem, including population	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students learn how to diagram the levels of organization within an ecosystem, including population.	
653	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(ii) diagram the levels of organization within an ecosystem, including population	TX2_USSSM190102	Habitat Designer: Sea Turtle (TX2_USSSM190102)	In the Activity Object, students learn how to diagram the levels of organization within an ecosystem, including population.	
654	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(iii) diagram the levels of organization within an ecosystem, including community	TX2_USSAN190112	Levels of Organization in Ecological Systems (TX2_USSAN190112)	The Animation diagrams the levels of organization within an ecosystem, including community.	The Question-Answer Sheet asks students to diagram the levels of organization within an ecosystem, including community.

AC Correlation with TEKS 2014 Grade 6 Science

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
655	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(iii) diagram the levels of organization within an ecosystem, including community	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students learn how to diagram the levels of organization within an ecosystem, including community.	
656	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(iii) diagram the levels of organization within an ecosystem, including community	TX2_USSSM190102	Habitat Designer: Sea Turtle (TX2_USSSM190102)	In the Activity Object, students learn how to diagram the levels of organization within an ecosystem, including community.	
657	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(iv) diagram the levels of organization within an ecosystem, including ecosystem	TX2_USSAN190112	Levels of Organization in Ecological Systems (TX2_USSAN190112)	The Animation diagrams the levels of organization within an ecosystem, including ecosystem.	The Question-Answer Sheet asks students to diagram the levels of organization within an ecosystem, including ecosystem.
658	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(iv) diagram the levels of organization within an ecosystem, including ecosystem	TX2_USSSM190101	Habitat Designer: Panda (TX2_USSSM190101)	In the Activity Object, students learn how to diagram the levels of organization within an ecosystem, including ecosystem.	
659	(12) Organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. Organisms within these taxonomic groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to:	(F) diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	(iv) diagram the levels of organization within an ecosystem, including ecosystem	TX2_USSSM190102	Habitat Designer: Sea Turtle (TX2_USSSM190102)	In the Activity Object, students learn how to diagram the levels of organization within an ecosystem, including ecosystem.	