#	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	The student, for at least 40% of instructional time, conducts laboratory	(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 laboratory investigations as described in the Texas Safety	The Enrichment Sheet assesses students on their ability to demonstrate safe practices during laboratory investigations as described in the Texas Safety Standards.
4	The student, for at least 40% of instructional time, conducts laboratory	(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)	Texas Safety Standards during	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)	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		(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)		
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)	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.

#	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)	how to 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.
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 		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		(A) plan and implement comparative	(i) plan comparative	TX2 USSSM180204	Introduction to Classification	In the Activity Object, students plan	In the Activity Object, students must
	The student uses scientific inquiry methods during laboratory and field investigations. The student is expected	and descriptive investigations by making observations, asking well- defined questions, and using appropriate equipment and technology	investigations by making observations	-	(TX2_USSSM180204)	comparative investigations by making observations.	
17	The student uses scientific inquiry methods during laboratory and field	(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 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	The student uses scientific inquiry methods during laboratory and field investigations. The student is expected	(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	The student uses scientific inquiry methods during laboratory and field investigations. The student is expected	(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	methods during laboratory and field investigations. The student is expected	(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	The student uses scientific inquiry methods during laboratory and field	(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)	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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 23	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(iii) plan comparative	TX2_USSSM160105	Cell Theory and Cell Types	In the Investigation Sheet, students	In the Investigation Sheet, students
	The student uses scientific inquiry	and descriptive investigations by	investigations by using	000000100	(TX2_USSSM160105)	are learn about planning comparative	are asked a question that expects
	methods during laboratory and field	making observations, asking well-	appropriate equipment		()	investigations by using appropriate	them to plan comparative
	investigations. The student is expected	defined questions, and using				equipment.	investigations by using appropriate
	to:	appropriate equipment and					equipment.
		technology					
24	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(iii) plan comparative	TX2_USSAN200111	Water Test Kits	Open the Lab Sheet at the bottom of	
	The student uses scientific inquiry	and descriptive investigations by	investigations by using		(TX2_USSAN200111)	the player.	
	methods during laboratory and field	making observations, asking well-	appropriate equipment				
	investigations. The student is expected	defined questions, and using					
	to:	appropriate equipment and					
		technology	(III)				
25	(2) Scientific investigation and reasoning.		(iii) plan comparative	TX2_USSSM130406	Hurricane Formation	In the Activity Object, students plan	
	The student uses scientific inquiry	and descriptive investigations by	investigations by using		(TX2_USSSM130406)	comparative investigations by using	
	methods during laboratory and field investigations. The student is expected	making observations, asking well-	appropriate equipment			appropriate equipment on hurricane formation.	
	to:	defined questions, and using appropriate equipment and				ionnation.	
	10.	technology					
26	(2) Scientific investigation and reasoning.		(iii) plan comparative	TX2 USSSM130406	Hurricane Formation		In the Investigation Sheet, students
20	The student uses scientific inquiry	and descriptive investigations by	investigations by using		(TX2_USSSM130406)		are expected to plan comparative
	methods during laboratory and field	making observations, asking well-	appropriate equipment		(,		investigations by using appropriate
	investigations. The student is expected	defined questions, and using					equipment.
	to:	appropriate equipment and					
		technology					
27	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(iv) plan comparative	TX2_USSSM160105	Cell Theory and Cell Types	In the Activity Object, students plan	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	investigations by using		(TX2_USSSM160105)	comparative investigations by using	provide responses with regard to
	methods during laboratory and field	making observations, asking well-	appropriate technology			appropriate technology to observe	planning comparative investigations
	investigations. The student is expected	defined questions, and using				prokaryotic and eukaryotic cells.	by using appropriate technology.
	to:	appropriate equipment and					These responses are assessed by
		technology					the Activity Object software, which
							provides appropriate feedback as
							students work through the exercises.
28	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(iv) plan comparative	TX2 USSSM160105	Cell Theory and Cell Types	In the Investigation Sheet, students	In the Investigation Sheet, students
20	The student uses scientific inquiry	and descriptive investigations by	investigations by using	172_03330100105	(TX2_USSSM160105)	are expected to plan comparative	are asked a question that expects
	methods during laboratory and field	making observations, asking well-	appropriate technology		(1/2_033300100103)	investigations by using appropriate	them to plan comparative
	investigations. The student is expected	defined questions, and using	appropriate teerinelegy			technology.	investigations by using appropriate
	to:	appropriate equipment and				(connelegy)	technology.
		technology					
29	(2) Scientific investigation and reasoning.		(iv) plan comparative	TX2_USSSM130406	Hurricane Formation	In the Activity Object, students plan	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	investigations by using		(TX2_USSSM130406)	comparative investigations by using	provide responses with regard to
	methods during laboratory and field	making observations, asking well-	appropriate technology		,	appropriate technology on hurricane	planning comparative investigations
	investigations. The student is expected	defined questions, and using				formation.	by using appropriate technology.
	to:	appropriate equipment and					These responses are assessed by
		technology					the Activity Object software, which
							provides appropriate feedback as
							students work through the exercises.
20	(2) Scientific investigation and reasoning	(A) plan and implant at a manufactor	(iu) plan comparative		Hurrisons Formation	In the Investigation Chest students	
30	(2) Scientific investigation and reasoning. The student uses scientific inquiry	(A) plan and implement comparative and descriptive investigations by	(iv) plan comparative investigations by using	TX2_USSSM130406	Hurricane Formation (TX2_USSSM130406)	In the Investigation Sheet, students plan comparative investigations by	
	methods during laboratory and field	making observations, asking well-	appropriate technology		(172_033311130400)	using appropriate technology.	
	investigations. The student is expected	defined questions, and using	appropriate technology			asing appropriate technology.	
	to:	appropriate equipment and					
		technology					
31	(2) Scientific investigation and reasoning.		(v) implement	TX2 USSSM160105	Cell Theory and Cell Types	In the Activity Object, students	In the Activity Object, students must
Ľ	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM160105)	implement comparative investigations	provide responses with regard to
	methods during laboratory and field	making observations, asking well-	investigations by making			by making observations on	implementing comparative
	investigations. The student is expected	defined questions, and using	observations			prokaryotic and eukaryotic cells.	investigations by making
	to:	appropriate equipment and					observations. These responses are
		technology					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
32	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(v) implement	TX2_USSSM160105	Cell Theory and Cell Types	In the Investigation Sheet, students	In the Investigation Sheet, students
1	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM160105)	learn about implementing	are asked a question that expects
	methods during laboratory and field	making observations, asking well-	investigations by making		()	comparative investigations by making	
	investigations. The student is expected	defined questions, and using	observations			observations.	investigations by making
	to:	appropriate equipment and	observations				observations.
	10.	technology					observations.
33	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(v) implement	TX2_USSSM130406	Hurricane Formation	In the Activity Object, students	In the Activity Object, students must
55	The student uses scientific inquiry	and descriptive investigations by	comparative	172_033301130400	(TX2_USSSM130406)		provide responses with regard to
	methods during laboratory and field	making observations, asking well-	investigations by making		(17/2_000000000)	by making observations on hurricane	implementing comparative
	investigations. The student is expected	defined questions, and using	observations			formation.	investigations by making
			observations				
	to:	appropriate equipment and					observations. These responses are assessed by the Activity Object
		technology					software, which provides appropriate
							feedback as students work through
							the exercises.
34	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(v) implement	TX2 USSSM180204	Introduction to Classification	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	comparative	0000000000204	(TX2_USSSM180204)	implement comparative investigations	
	methods during laboratory and field	making observations, asking well-	investigations by making			by making observations.	implementing comparative
	investigations. The student is expected	defined questions, and using	observations			by making observations.	investigations by making
	to:	appropriate equipment and	observations				observations. These responses are
	10.	technology					assessed by the Activity Object
		teennology					software, which provides appropriate
							feedback as students work through
							the exercises.
35	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(v) implement	TX2_USSSM160106	Comparing Plant and Animal Cells	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	comparative	_	(TX2 USSSM160106)	implement comparative investigations	
	methods during laboratory and field	making observations, asking well-	investigations by making		· _ /		implementing comparative
	investigations. The student is expected	defined questions, and using	observations			animal cells.	investigations by making
	to:	appropriate equipment and					observations. These responses are
		technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through
							the exercises.
36	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(vi) implement	TX2_USSSM160105	Cell Theory and Cell Types	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM160105)		provide responses with regard to
	methods during laboratory and field	making observations, asking well-	investigations by asking			by asking well-defined questions	implementing comparative
	investigations. The student is expected	defined questions, and using	well-defined questions			about prokaryotic and eukaryotic	investigations by asking well-defined
	to:	appropriate equipment and				cells.	questions. These responses are
		technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through
1							the exercises.
37	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(vi) implement	TX2_USSSM160105	Cell Theory and Cell Types	In the Investigation Chest students	In the Investigation Sheet students
31		(A) plan and implement comparative	(vi) implement	172_03331/100105		In the Investigation Sheet, students	In the Investigation Sheet, students
	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM160105)	are expected to implement	are asked a question that expects
	methods during laboratory and field	making observations, asking well-	investigations by asking				them to implement comparative
	investigations. The student is expected	defined questions, and using	well-defined questions			well-defined questions.	investigations by asking well-defined
	to:	appropriate equipment and technology					questions.
38	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(vi) implement	TX2 USSSM130406	Hurricane Formation	In the Activity Object, students	In the Activity Object, students must
50	The student uses scientific inquiry	and descriptive investigations by	comparative	172_0000m100400	(TX2_USSSM130406)	implement comparative investigations	provide responses with regard to
	methods during laboratory and field	making observations, asking well-	investigations by asking			by asking well-defined questions on	implementing comparative
	investigations. The student is expected	defined questions, and using	well-defined questions			hurricane formation.	investigations by asking well-defined
1	to:	appropriate equipment and	weil-denned questions				questions. These responses are
1	10.	technology					assessed by the Activity Object
1		loom loogy					software, which provides appropriate
1							feedback as students work through
							the exercises.
					<u> </u>		

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
39	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(vi) implement	TX2_USSSM130406	Hurricane Formation	In the Investigation Sheet, students	In the Investigation Sheet, students
	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM130406)	learn about implementing	are asked to implement comparative
	methods during laboratory and field	making observations, asking well-	investigations by asking			comparative investigations by asking	investigations by asking well-defined
	investigations. The student is expected	defined questions, and using	well-defined questions			well-defined questions.	questions.
	to:	appropriate equipment and					
		technology					
40	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(vii) implement	TX2_USSSM160105	Cell Theory and Cell Types	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM160105)	implement comparative investigations	provide responses with regard to
	methods during laboratory and field	making observations, asking well-	investigations by using			by using appropriate equipment for	implementing comparative
	investigations. The student is expected	defined questions, and using	appropriate equipment			observing prokaryotic and eukaryotic	investigations by using appropriate
	to:	appropriate equipment and				cells.	equipment. These responses are
		technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through
							the exercises.
44			()	TV0. 1100004400405		In the base of a first Ober (at a first	In the large direction Object of the
41	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(vii) implement	TX2_USSSM160105	Cell Theory and Cell Types	In the Investigation Sheet, students	In the Investigation Sheet, students
1	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM160105)	are expected to implement	are asked a question that expects
	methods during laboratory and field	making observations, asking well-	investigations by using				them to implement comparative
	investigations. The student is expected	defined questions, and using	appropriate equipment			appropriate equipment.	investigations by using appropriate
	to:	appropriate equipment and technology					equipment.
42	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(vii) implement	TX2_USSAN200111	Water Test Kits	The Lab Sheet teaches students	Q1-Q2-Q3-Q4 in the "Plan the
	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSAN200111)	about implementing comparative	Investigation" section of the Lab
	methods during laboratory and field	making observations, asking well-	investigations by using		(,	investigations by using appropriate	Sheet assess students' ability to
	investigations. The student is expected	defined questions, and using	appropriate equipment			equipment.	implement comparative investigations
	to:	appropriate equipment and					by using appropriate equipment.
		technology					
	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(viii) implement	TX2_USSSM160105	Cell Theory and Cell Types	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM160105)	implement comparative investigations	
	methods during laboratory and field	making observations, asking well-	investigations by using			by using appropriate technology for	implementing comparative
	investigations. The student is expected	defined questions, and using	appropriate technology			observing prokaryotic and eukaryotic	investigations by using appropriate
	to:	appropriate equipment and				cells.	technology. These responses are
		technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through
							the exercises.
44	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(viii) implement	TX2_USSSM160105	Cell Theory and Cell Types	In the Investigation Sheet, students	In the Investigation Sheet, students
1	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM160105)	are expected to implement	are asked a question that expects
	methods during laboratory and field	making observations, asking well-	investigations by using			comparative investigations by using	them to implement comparative
	investigations. The student is expected	defined questions, and using	appropriate technology			appropriate equipment.	investigations by using appropriate
	to:	appropriate equipment and					technology.
		technology					
	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(viii) implement	TX2_USSSM130406	Hurricane Formation	In the Activity Object, students	In the Activity Object, students must
1	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM130406)	implement comparative investigations	
1	methods during laboratory and field	making observations, asking well-	investigations by using			by using appropriate technology on	planning descriptive investigations by
1	investigations. The student is expected	defined questions, and using	appropriate technology			hurricane formation.	using appropriate technology. These
	to:	appropriate equipment and					responses are assessed by the
		technology					Activity Object software, which
							provides appropriate feedback as
							students work through the exercises.
46	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(viii) implement	TX2_USSSM130406	Hurricane Formation	In the Investigation Sheet, students	In the Investigation Sheet, students
	The student uses scientific inquiry	and descriptive investigations by	comparative		(TX2_USSSM130406)	learn about implementing	implement comparative investigations
	methods during laboratory and field	making observations, asking well-	investigations by using			comparative investigations by using	by using appropriate technology.
	investigations. The student is expected	defined questions, and using	appropriate technology			appropriate technology.	,
	to:	appropriate equipment and	, ,				
		technology					
L					L		

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
47	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(ix) plan descriptive	TX2_USSSM190101	Habitat Designer: Panda	In the Activity Object, students plan	In the Activity Object, students must
	The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	and descriptive investigations by making observations, asking well- defined questions, and using appropriate equipment and technology	investigations by making observations		(TX2_USSSM190101)	descriptive investigations by making observations on a habitat of pandas.	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 		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.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
64		(A) plan and implement comparative	(xiii) implement	TX2_USSSM180102	Sorting and Identifying Animal Fossils	In the Activity Object, students	In the Activity Object, students must
04	The student uses scientific inquiry	and descriptive investigations by	descriptive		(TX2_USSSM180102)	implement descriptive investigations	provide responses with regard to
	methods during laboratory and field	making observations, asking well-	investigations by making			by making observations on sorting	implementing descriptive
		defined questions, and using	observations			and identifying animal fossils.	investigations by making
	to:	appropriate equipment and					observations. These responses are
		technology					assessed by the Activity Object
							software, which provides appropriate feedback as students work through
							the exercises.
65	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(xiii) implement	TX2_USSSM180102	Sorting and Identifying Animal Fossils	In the Investigation Sheet, students	In the Investigation Sheet, students
	The student uses scientific inquiry	and descriptive investigations by	descriptive		(TX2_USSSM180102)	learn to implement descriptive	are assessed on their ability to
	methods during laboratory and field	making observations, asking well-	investigations by making observations			investigations by making observations.	implement descriptive investigations by making observations.
	investigations. The student is expected to:	defined questions, and using appropriate equipment and	observations			observations.	by making observations.
		technology					
66	(2) Scientific investigation and reasoning.		(xiv) implement	TX2_USSSM190101	Habitat Designer: Panda	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	descriptive		(TX2_USSSM190101)	implement descriptive investigations	provide responses with regard to
	methods during laboratory and field investigations. The student is expected	making observations, asking well- defined questions, and using	investigations by asking well-defined questions			by asking well-defined questions observations a the habitat of pandas.	implementing descriptive investigations by asking well-defined
	to:	appropriate equipment and	weil-defined questions			observations a the habitat of pandas.	questions. These responses are
		technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through
							the exercises.
67	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(xiv) implement	TX2_USSSM190101	Habitat Designer: Panda	In the Investigation Sheet, students	In the Investigation Sheet, students
	The student uses scientific inquiry	and descriptive investigations by	descriptive	_	(TX2_USSSM190101)	learn to implement descriptive	are asked a question that expects
	methods during laboratory and field	making observations, asking well-	investigations by asking			investigations by asking well-defined	them to implement a descriptive
	investigations. The student is expected	defined questions, and using	well-defined questions			questions.	investigation by asking well-defined
	to:	appropriate equipment and technology					questions.
68	(2) Scientific investigation and reasoning.		(xiv) implement	TX2_USSSM180102	Sorting and Identifying Animal Fossils	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	and descriptive investigations by	descriptive		(TX2_USSSM180102)	implement descriptive investigations	provide responses with regard to
	methods during laboratory and field	making observations, asking well-	investigations by asking			by asking well-defined questions on	implementing descriptive
	investigations. The student is expected to:	defined questions, and using appropriate equipment and	well-defined questions			sorting and identifying animal fossils.	investigations by asking well-defined questions. These responses are
	10.	technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through
							the exercises.
69	(2) Scientific investigation and reasoning.	(A) plan and implement comparative	(xiv) implement	TX2 USSSM180102	Sorting and Identifying Animal Fossils	In the Investigation Sheet, students	In the Investigation Sheet, students
, v	The student uses scientific inquiry	and descriptive investigations by	descriptive		(TX2_USSSM180102)	learn to implement descriptive	are asked a question that expects
	methods during laboratory and field	making observations, asking well-	investigations by asking			investigations by asking well-defined	them to implement a descriptive
	investigations. The student is expected	defined questions, and using	well-defined questions			questions.	investigation by asking well-defined
	to:	appropriate equipment and technology					questions.
70	(2) Scientific investigation and reasoning.		(xv) implement	TX2 USSSM190101	Habitat Designer: Panda	In the Activity Object, students	In the Activity Object, students must
-	The student uses scientific inquiry	and descriptive investigations by	descriptive		(TX2_USSSM190101)	implement descriptive investigations	provide responses with regard to
	methods during laboratory and field	making observations, asking well-	investigations by using			by using appropriate equipment for	implementing descriptive
	investigations. The student is expected	defined questions, and using	appropriate equipment			observing a habitat of pandas.	investigations by using appropriate
	to:	appropriate equipment and technology					equipment. These responses are assessed by the Activity Object
		leon loogy					software, which provides appropriate
							feedback as students work through
							the exercises.
71	(2) Scientific investigation and reasoning.		(xv) implement	TX2_USSSM190101	Habitat Designer: Panda	In the Investigation Sheet, students	In the Investigation Sheet, students
	The student uses scientific inquiry methods during laboratory and field	and descriptive investigations by making observations, asking well-	descriptive investigations by using		(TX2_USSSM190101)	learn to implement descriptive investigations by using appropriate	are asked a question that expects them to implement a descriptive
	investigations. The student is expected	defined questions, and using	appropriate equipment			equipment.	investigation by using appropriate
	to:	appropriate equipment and					equipment.
		technology					

#	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	
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	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		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.	
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 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.	(B) design and implement	(iii) design experimental	TX2_USSXP010201	The Density of Marbles	In the Lab Sheet, students learn	In the Lab Sheet, students are asked
	The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	investigations by formulating testable hypotheses		(TX2_USSXP010201)	about designing experimental investigations by formulating testable hypotheses.	a question that expects them to design an experimental investigation by formulating a testable hypothesis.
89	The student uses scientific inquiry methods during laboratory and field	(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 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	The student uses scientific inquiry methods during laboratory and field	(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology		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 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	The student uses scientific inquiry	(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	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	The student uses scientific inquiry methods during laboratory and field investigations. The student is expected	(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 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	(v) design experimental	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:		 (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:		(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:		(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:	experimental investigations by making observations, asking well-defined	(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:		(vi) implement experimental investigations by making observations		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.		(vi) implement	TX2_USSXP010404	Conservation of Mass in Chemical	In the Activity Object, students	In the Activity Object, students must
1.0.	The student uses scientific inquiry	experimental investigations by making			Reactions (TX2_USSXP010404)	implement experimental	provide responses with regard to
	methods during laboratory and field		investigations by making			investigations by making observations	implementing experimental
	investigations. The student is expected	, 0	observations			on conservation of mass in different	investigations by making
	to:	hypotheses, and using appropriate				chemical reactions.	observations. These responses are
		equipment and technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through
							the exercises.
			/ m i _ i				
105	(2) Scientific investigation and reasoning.	(B) design and implement	(vii) implement	TX2_USSXP010201	The Density of Marbles	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry methods during laboratory and field	experimental investigations by making observations, asking well-defined	investigations by asking		(TX2_USSXP010201)	implement experimental investigations by asking well-defined	provide responses with regard to implementing experimental
	investigations. The student is expected		well-defined questions			questions.	investigations by asking well-defined
	to:	hypotheses, and using appropriate	Weil definited queetions			44001010	questions. These responses are
		equipment and technology					assessed by the Activity Object
		- 1-4					software, which provides appropriate
							feedback as students work through
							the exercises.
106	(2) Scientific investigation and reasoning.	(B) design and implement	(vii) implement	TX2_USSXP010201	The Density of Marbles	In the Lab Sheet, students are asked	In the Lab Sheet, students are asked
	The student uses scientific inquiry	experimental investigations by making			(TX2_USSXP010201)	questions about implement	a question that expects them to
	methods during laboratory and field		investigations by asking well-defined questions			experimental investigations by asking	implement experimental
	investigations. The student is expected to:	hypotheses, and using appropriate	weil-defined questions			well-defined questions.	investigations by asking well-defined questions.
	10.	equipment and technology					questions.
		equipment and teennelogy					
107	(2) Scientific investigation and reasoning.	(B) design and implement	(vii) implement	TX2_USSXP160301	Phototropism in Plants	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	experimental investigations by making	experimental		(TX2_USSXP160301)	implement experimental	provide responses with regard to
	methods during laboratory and field	observations, asking well-defined	investigations by asking			investigations by asking well-defined	implementing experimental
	investigations. The student is expected	questions, formulating testable	well-defined questions			questions about phototropism in	investigations by asking well-defined
	to:	hypotheses, and using appropriate				plants.	questions. These responses are
		equipment and technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through the exercises.
108	(2) Scientific investigation and reasoning.	(B) design and implement	(vii) implement	TX2_USSXP160301	Phototropism in Plants	In the Investigation Sheet, students	In the Investigation Sheet, students
	The student uses scientific inquiry	experimental investigations by making	experimental		(TX2_USSXP160301)	learn to implement experimental	are asked a question that expects
	methods during laboratory and field	observations, asking well-defined	investigations by asking			investigations by asking well-defined	them to implement experimental
	investigations. The student is expected		well-defined questions			questions.	investigations by asking well-defined
	to:	hypotheses, and using appropriate					questions.
		equipment and technology					
109	(2) Scientific investigation and reasoning.	(B) design and implement	(vii) implement	TX2_USSXP160101	Plants' Needs for Photosynthesis	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	experimental investigations by making			(TX2_USSXP160101)	implement experimental	provide responses with regard to
	methods during laboratory and field		investigations by asking			investigations by asking well-defined	implementing experimental
	investigations. The student is expected	questions, formulating testable	well-defined questions			questions on photosynthesis	investigations by asking well-defined
	to:	hypotheses, and using appropriate					questions. These responses are
1		equipment and technology					assessed by the Activity Object
1							software, which provides appropriate
							feedback as students work through the exercises.
							116 676101965.
110	(2) Scientific investigation and reasoning.	(B) design and implement	(viii) implement	TX2_USSXP010201	The Density of Marbles	In the Activity Object, students	In the Activity Object, students must
	The student uses scientific inquiry	experimental investigations by making		_	(TX2_USSXP010201)	implement experimental	provide responses with regard to
	methods during laboratory and field	observations, asking well-defined	investigations by			investigations by formulating testable	implementing experimental
	investigations. The student is expected	questions, formulating testable	formulating testable			hypotheses.	investigations by formulating testable
	to:	hypotheses, and using appropriate	hypotheses				hypotheses. These responses are
		equipment and technology					assessed by the Activity Object
							software, which provides appropriate
							feedback as students work through the exercises.
		l					

#	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:		(viii) implement	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	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).	
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).	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	(ii) collect data using qualitative means	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)	In the Part 2 of the Activity Object,	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:	. ,	(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	(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	(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	(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).	
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	(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).	
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).	
	(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	(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).	
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	(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.	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:		(iv) record data using qualitative means	TX2_USSSM160105	Cell Theory and Cell Types (TX2_USSSM160105)		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.		(iv) record data using	TX2_USSSM030104	Physical Properties	In the Activity Object, students record	
	The student uses scientific inquiry	. ,	qualitative means		(TX2_USSSM030104)	data using qualitative means.	in a table the qualitative data that they
	methods during laboratory and field	qualitative means such as labeled			,		collected on the conductivity of
	investigations. The student is expected	drawings, writing, and graphic					substances.
1.10		organizers		TV0. 1100014400404			
140	(2) Scientific investigation and reasoning. The student uses scientific inquiry	(C) collect and record data using the International System of Units (SI) and	(iv) record data using qualitative means	TX2_USSSM130101	Drilling into Groundwater (TX2 USSSM130101)	In the Activity Object, students record data using qualitative means.	
	methods during laboratory and field	qualitative means such as labeled	qualitative means		(1/2_0333//130101)	data using qualitative means.	
	investigations. The student is expected	drawings, writing, and graphic					
	to:	organizers					
141	(2) Scientific investigation and reasoning.	(C) collect and record data using the	(iv) record data using	TX2_USSXP160301	Phototropism in Plants	In the Activity Object, students record	
	The student uses scientific inquiry		qualitative means		(TX2_USSXP160301)	data using qualitative means.	
	methods during laboratory and field investigations. The student is expected	qualitative means such as labeled					
	to:	drawings, writing, and graphic organizers					
142		(C) collect and record data using the	(iv) record data using	TX2_USSAN200111	Water Test Kits	In the Lab Sheet, students use pH	In the Lab Sheet, students use pH
	The student uses scientific inquiry		qualitative means	_	(TX2_USSAN200111)		test strips. Students then record, in a
	methods during laboratory and field	qualitative means such as labeled				table, the color changes observed in	table, the color changes observed in
	investigations. The student is expected	drawings, writing, and graphic				different water samples.	different solutions.
143	to: (2) Scientific investigation and reasoning.	organizers (D) construct tables and graphs, using	(i) construct tables using	TX2 LISSXP080102	Balanced and Unbalanced Forces	In the Activity Object, students	In the Activity Sheet, students record,
1-5	The student uses scientific inquiry	repeated trials and means, to	repeated trials and		(TX2_USSXP080102)		in a table, the data that they collected
	methods during laboratory and field		means to organize data		()	trials, using various combinations of	from their repeated trials in the
	investigations. The student is expected	о <u>у</u>	0			weights. Students then construct a	Activity Object.
	to:					table of data from these trials.	
144	(2) Scientific investigation and reasoning.	(D) construct tables and graphs, using	(i) construct tables using		Newton's Second Law of Motion	The Lab Sheet teaches students	The Lab Sheet assesses students on
144	The student uses scientific inquiry	repeated trials and means, to	repeated trials and	172_0337P000101	(TX2_USSXP080101)	about using repeated trials to	their ability to use repeated trials to
	methods during laboratory and field		means to organize data				accurately construct tables that
	investigations. The student is expected	g	······			5	organize data.
	to:						-
145	(2) Scientific investigation and reasoning.	(D) construct tables and graphs, using		TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students	In the Activity Sheet, students create
	The student uses scientific inquiry methods during laboratory and field	repeated trials and means, to organize data and identify patterns	repeated trials and means to organize data			construct tables using repeated trials and means to organize data.	a table to organize the data from their repeated experimental trials in the
	investigations. The student is expected	organize data and identity patients	means to organize data				Activity Object. Students then
	to:						average the data to find patterns.
							- ·
146		(D) construct tables and graphs, using		TX2_USSXP080102	Balanced and Unbalanced Forces	In the Activity Object, students	In the Activity Sheet, students
	The student uses scientific inquiry	repeated trials and means, to	repeated trials and		(TX2_USSXP080102)	experiment with various combinations	
	methods during laboratory and field investigations. The student is expected	organize data and identify patterns	means to identify patterns				that they collected from their repeated trials in the Activity Object. Students
	to:		patterns				then use patterns in this data to
						motion of objects based on the	answer a question about the
						combinations of weights that were	relationship between force and
L			/m			used.	motion.
147	(2) Scientific investigation and reasoning.	(D) construct tables and graphs, using		1X2_USSXP080101	Newton's Second Law of Motion	In the Lab Sheet, students construct	
	The student uses scientific inquiry methods during laboratory and field	repeated trials and means, to organize data and identify patterns	repeated trials and means to identify		(TX2_USSXP080101)	tables using repeated trials and means to identify patterns.	
	investigations. The student is expected	5	patterns				
	to:		-				
148	(2) Scientific investigation and reasoning.			TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students	In the Activity Sheet, students create
	The student uses scientific inquiry	repeated trials and means, to	repeated trials and				a table to organize the data from their
	a ,	0	means to identify patterns			and means to organize data and	repeated experimental trials in the
	investigations. The student is expected to:		panemo				Activity Object. Students then average the data to find patterns.
149		(D) construct tables and graphs, using		TX2_USSXP010404	Conservation of Mass in Chemical	In the Activity Object, students	
	The student uses scientific inquiry		repeated trials and		Reactions (TX2_USSXP010404)	construct tables using repeated trials	
	methods during laboratory and field		means to identify			and means to identify patterns of the	
1	investigations. The student is expected to:		patterns			conservation of mass in different chemical reactions.	
	10.						
150	(2) Scientific investigation and reasoning.		(iii) construct graphs	TX2_USSXP080101	Newton's Second Law of Motion	In the Lab Sheet, students construct	The Lab Sheet assesses students on
1	The student uses scientific inquiry	repeated trials and means, to	using repeated trials and		(TX2_USSXP080101)		their ability to construct graphs using
	methods during laboratory and field	organize data and identify patterns	means to organize data				repeated trials and means to organize
	investigations. The student is expected						data.
L	to:						1

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 151	(2) Scientific investigation and reasoning.			TX2 USSSM190301	Component Graphical Visualization of Air Pollution		In the Activity Sheet, students record
	The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:	repeated trials and means, to organize data and identify patterns	using repeated trials and means to organize data		(TX2_USSSM190301)	to construct graphs using repeated trials and means to organize data.	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:		(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.	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
160	(2) Scientific investigation and reasoning.	(E) analyze data to formulate	(ii) analyze data to	TX2_USSSM160105	Cell Theory and Cell Types	In the Activity Object, students	In the Activity Sheet, students analyze
	The student uses scientific inquiry	reasonable explanations,	communicate valid	-	(TX2_USSSM160105)	analyze data to communicate valid	data to communicate valid
	methods during laboratory and field	communicate valid conclusions	conclusions supported			conclusions supported by the data.	conclusions supported by the data.
	investigations. The student is expected	supported by the data, and predict	by the data			Students provide numerous	Students complete a table in which
	to:	trends				responses as requested by the	organisms are classified as either
						Activity Object software, using	prokaryotes or eukaryotes. These
						available data to make conclusions	classifications are made based on the
						that they feel are supported by the	data students collected in Section 2 of
						data.	the Activity Object, and also on student analysis of that data.
							student analysis of that data.
161	(2) Scientific investigation and reasoning.	(E) analyze data to formulate	(iii) analyze data to	TX2_USSXP010201	The Density of Marbles	In the Activity Object, students use	In the Activity Sheet, students predict
	The student uses scientific inquiry	reasonable explanations,	predict trends	-	(TX2_USSXP010201)	several different quantities of marbles	trends by analyzing measured data.
	methods during laboratory and field	communicate valid conclusions				and measure both mass and volume.	
	investigations. The student is expected	supported by the data, and predict				From the data, students predict	
	to:	trends				trends to decide if density varies	
						within substances or between them.	
162	(2) Scientific investigation and reasoning.	(E) analyze data to formulate	(iii) analyze data to	TX2 USSSM190301	Graphical Visualization of Air Pollution	In the Activity Object, students	In the Activity Sheet, students record
	The student uses scientific inquiry	reasonable explanations,	predict trends		(TX2_USSSM190301)	construct graphs and analyze the	data from the Activity Object and
	methods during laboratory and field	communicate valid conclusions				data to identify patterns and predict	explain the purpose and utility of
	investigations. The student is expected	supported by the data, and predict				trends.	graphs to identify patterns and predict
105	to:	trends					trends.
163	(3) Scientific investigation and reasoning. The student uses critical	(A) in all fields of science, analyze, evaluate, and critique scientific	(i) in all fields of science, analyze	TX2_USSXP080101	Newton's Second Law of Motion (TX2_USSXP080101)	In the Investigation Sheet, students are shown how to use empirical	Q1 of the Investigation Sheet assesses students on their ability to
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by		(172_0337080101)	evidence to analyze scientific	analyze scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence			explanations.	using empirical evidence.
	decisions and knows the contributions of	experimental and observational	acing empirical enactice			on providence i	
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
164	(3) Scientific investigation and	student (A) in all fields of science, analyze,	(i) in all fields of	TX2 USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze			analyze scientific explanations by	are asked to analyze scientific
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using empirical evidence.	explanations by using empirical
	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence				evidence.
	decisions and knows the contributions of	experimental and observational					
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to encourage critical thinking by the					
		student					
165	(3) Scientific investigation and	(A) in all fields of science, analyze,	(i) in all fields of	TX2_USSXP160101	Plants' Needs for Photosynthesis	In Part 2 of the Activity Object,	In the Investigation Sheet, students
-	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		(TX2_USSXP160101)	students analyze scientific	are asked to analyze scientific
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			explanations by using empirical	explanations by using empirical
	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence			evidence.	evidence.
	decisions and knows the contributions of	experimental and observational					
	relevant scientists. The student is	testing, including examining all sides of scientific evidence of those					
	expected to:	scientific explanations, so as to					
		encourage critical thinking by the					
		student					
166	(3) Scientific investigation and	(A) in all fields of science, analyze,	(ii) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion	In the Activity Object, students	In the Activity Object, students must
	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		(TX2_USSXP080101)	analyze scientific explanations by	provide responses with regard to
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using logical reasoning.	analyzing scientific explanations by
	problem solving to make informed decisions and knows the contributions of	evidence, logical reasoning, and	using logical reasoning				using logical reasoning. These
	relevant scientists. The student is	experimental and observational testing, including examining all sides					responses are assessed by the Activity Object software, which
	expected to:	of scientific evidence of those					provides appropriate feedback as
		scientific explanations, so as to					students work through the exercises.
		encourage critical thinking by the					ç i
		student					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
 167	(3) Scientific investigation and	(A) in all fields of science, analyze,	(ii) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion		Q2 of the Investigation Sheet asks
	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze	-	(TX2 USSXP080101)		students to analyze scientific
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by		,		explanations by using logical
	problem solving to make informed	evidence, logical reasoning, and	using logical reasoning				reasoning.
	decisions and knows the contributions of	experimental and observational					_
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
168	(3) Scientific investigation and	(A) in all fields of science, analyze,	(iii) in all fields of	TX2_USSXP080102	Balanced and Unbalanced Forces	In the Activity Object, students	Q1-Q2-Q3-Q4 in the "Learner
	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		(TX2_USSXP080102)	analyze scientific explanations by	Journal" section of the Activity Sheet
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using experimental testing.	ask students to analyze and evaluate
	problem solving to make informed	evidence, logical reasoning, and	using experimental				scientific explanations by using
		experimental and observational	testing				experimental testing.
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
169	(3) Scientific investigation and	student (A) in all fields of science, analyze,	(iii) in all fields of	TX2 USSXP180101	Life from Nonliving Things: Redi's	In the Activity Object, students	In the Investigation Sheet, students
103	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		Experiment (TX2_USSXP180101)	analyze scientific explanations by	are asked questions that require them
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using experimental testing.	to evaluate scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using experimental			doining only on internal too in ig.	using experimental testing.
		experimental and observational	testing				donig oxponitional toothig.
	relevant scientists. The student is	testing, including examining all sides	0				
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
170	(3) Scientific investigation and	(A) in all fields of science, analyze,	(iv) in all fields of	TX2_USSSM150207	Star Types: In Search of Habitability	In the Activity Object, students	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		(TX2_USSSM150207)	analyze scientific explanations by	are asked questions that require them
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using observational testing.	to analyze scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using observational				using observational testing.
	decisions and knows the contributions of relevant scientists. The student is	experimental and observational	testing				
	expected to:	testing, including examining all sides of scientific evidence of those					
	expected to.	scientific explanations, so as to					
		encourage critical thinking by the					
		student					
171	(3) Scientific investigation and	(A) in all fields of science, analyze,	(iv) in all fields of	TX2 USSSM160210	Life Cycle of Animals	In the Activity Object, students	Q1-Q2-Q3-Q4-Q5-Q6 in the "Learner
1	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		(TX2_USSSM160210)	analyze scientific explanations by	Journal" section of the Activity Sheet
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by		/	using observational testing.	ask students to analyze and evaluate
	problem solving to make informed	evidence, logical reasoning, and	using observational			_ ~ ~ ~	scientific explanations by using
	decisions and knows the contributions of	experimental and observational	testing				observational testing.
	relevant scientists. The student is	testing, including examining all sides					-
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
470		student		TV0 110000 01010505			In the large direction of the first state
172	(3) Scientific investigation and	(A) in all fields of science, analyze,	(v) in all fields of	TX2_USSSM010502	Atomic Model History: From	The Activity Object explains the	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		Rutherford to Bohr	historical development of atomic	are asked questions that require them
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations,		(TX2_USSSM010502)	models from Rutherford to Bohr.	to analyze scientific explanations
	problem solving to make informed decisions and knows the contributions of	evidence, logical reasoning, and	including examining all			Students examine all sides of	about the atomic model, by examining
	decisions and knows the contributions of relevant scientists. The student is	experimental and observational	sides of scientific			evidence for these varying scientific	all sides of evidence for those
		testing, including examining all sides of scientific evidence of those	evidence of those scientific explanations			explanations.	scientific explanations.
	expected to:	scientific explanations, so as to	scientific explanations				
1		encourage critical thinking by the					
		student					
L	1	Student			1	1	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 173	(3) Scientific investigation and	(A) in all fields of science, analyze,	(v) in all fields of	TX2 USSSM180103	Analysis of Fossil Evidence	The Activity Object presents data	Q2 and Q3 of the "Doing the Activity"
1	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		(TX2_USSSM180103)	about fossils found in a certain area,	section in the Activity Sheet, as well
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations,		()	and examines the evidence to	as Q1 and Q2 of the "Thinking About
	problem solving to make informed	evidence, logical reasoning, and	including examining all			support various scientific explanations	
		experimental and observational	sides of scientific			that could explain which animals lived	
	relevant scientists. The student is	testing, including examining all sides	evidence of those			in the area.	analyze and evaluate scientific
	expected to:	of scientific evidence of those	scientific explanations				explanations, including examining all
		scientific explanations, so as to					sides of scientific evidence of those
		encourage critical thinking by the					scientific explanations.
		student					
174	(3) Scientific investigation and	(A) in all fields of science, analyze,	(v) in all fields of	TX2_USSAN200113	Applying and Communicating	The Animation analyzes scientific	The Question-Answer Sheet asks
	reasoning. The student uses critical	evaluate, and critique scientific	science, analyze		Scientific Information	explanations, including examining all	students to analyze scientific
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations,		(TX2_USSAN200113)	sides of scientific evidence of those	explanations, including examining all
	problem solving to make informed decisions and knows the contributions of	evidence, logical reasoning, and	including examining all sides of scientific			scientific explanations.	sides of scientific evidence of those
	relevant scientists. The student is	experimental and observational testing, including examining all sides	evidence of those				scientific explanations.
	expected to:	of scientific evidence of those	scientific explanations				
	expected to.	scientific explanations, so as to	Scientific explanations				
		encourage critical thinking by the					
		student					
175	(3) Scientific investigation and	(A) in all fields of science, analyze,	(vi) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion	In the Investigation Sheet, students	
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate	_	(TX2_USSXP080101)	learn about using empirical evidence	
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			to evaluate scientific explanations.	
	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence				
		experimental and observational					
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the student					
176	(3) Scientific investigation and	(A) in all fields of science, analyze,	(vi) in all fields of	TX2 USSXP160101	Plants' Needs for Photosynthesis	In Part 2 of the Activity Object,	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		(TX2_USSXP160101)	students evaluate scientific	are asked questions that require them
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by		()	explanations by using empirical	to evaluate scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence			evidence.	using empirical evidence.
	decisions and knows the contributions of	experimental and observational					
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
477	(2) Coloratific investigation and	student	(vi) in allfields of			In the Astivity Object students	In the Investigation Cheet, study of
177	(3) Scientific investigation and reasoning. The student uses critical	(A) in all fields of science, analyze, evaluate, and critique scientific	(vi) in all fields of science, evaluate	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students evaluate scientific explanations by	In the Investigation Sheet, students are asked to evaluate scientific
1	thinking, scientific reasoning, and	evaluate, and critique scientific explanations by using empirical	science, evaluate scientific explanations by			using empirical evidence.	are asked to evaluate scientific explanations by using empirical
1	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence			asing empirical evidence.	evidence.
1		experimental and observational	ading crimpinical evidence				
1	relevant scientists. The student is	testing, including examining all sides					
1	expected to:	of scientific evidence of those					
1		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
178	(3) Scientific investigation and	(A) in all fields of science, analyze,	(vi) in all fields of	TX2_USSXP160101	Plants' Needs for Photosynthesis	In Part 2 of the Activity Object,	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		(TX2_USSXP160101)	students evaluate scientific	are asked to evaluate scientific
1	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			explanations by using empirical	explanations by using empirical
	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence			evidence.	evidence.
1		experimental and observational					
1	relevant scientists. The student is	testing, including examining all sides of scientific evidence of those					
1	expected to:						
		scientific explanations, so as to encourage critical thinking by the					
		student					
L		Student					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
179	(3) Scientific investigation and	(A) in all fields of science, analyze,	(vii) in all fields of	TX2 USSXP080101	Newton's Second Law of Motion	In the Activity Object, students	In the Activity Object, students must
-	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		(TX2_USSXP080101)	evaluate scientific explanations by	provide responses with regard to
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by		,	using logical reasoning.	evaluating scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using logical reasoning				using logical reasoning. These
	decisions and knows the contributions of	experimental and observational					responses are assessed by the
	relevant scientists. The student is	testing, including examining all sides					Activity Object software, which
	expected to:	of scientific evidence of those					provides appropriate feedback as
		scientific explanations, so as to					students work through the exercises.
		encourage critical thinking by the					
100		student					
180	(3) Scientific investigation and	(A) in all fields of science, analyze,	(vii) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion		Q3 of the Investigation Sheet requires
	reasoning. The student uses critical thinking, scientific reasoning, and	evaluate, and critique scientific explanations by using empirical	science, evaluate scientific explanations by		(TX2_USSXP080101)		students to evaluate scientific
	problem solving to make informed	evidence, logical reasoning, and	using logical reasoning				explanations by using logical reasoning.
		experimental and observational	using logical reasoning				reasoning.
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
181	(3) Scientific investigation and	(A) in all fields of science, analyze,	(viii) in all fields of	TX2_USSXP180101	Life from Nonliving Things: Redi's	In the Activity Object, students	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		Experiment (TX2_USSXP180101)	evaluate scientific explanations by	are asked questions that require them
		explanations by using empirical	scientific explanations by			using experimental testing.	to evaluate scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using experimental				using experimental testing.
		experimental and observational	testing				
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to encourage critical thinking by the					
		student					
182	(3) Scientific investigation and	(A) in all fields of science, analyze,	(viii) in all fields of	TX2 USSXP080102	Balanced and Unbalanced Forces	In the Activity Object, students	Q1-Q2-Q3-Q4 in the "Learner
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		(TX2_USSXP080102)	evaluate scientific explanations by	Journal" section of the Activity Sheet
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using experimental testing.	ask students to analyze and evaluate
	problem solving to make informed	evidence, logical reasoning, and	using experimental				scientific explanations by using
		experimental and observational	testing				experimental testing.
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the student					
183	(3) Scientific investigation and	(A) in all fields of science, analyze,	(ix) in all fields of	TX2_USSSM150207	Star Types: In Search of Habitability	In the Activity Object, students	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		(TX2_USSSM150207)	evaluate scientific explanations by	are asked questions that require them
		explanations by using empirical	scientific explanations by			using observational testing.	to evaluate scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using observational			<u> </u>	using observational testing.
	decisions and knows the contributions of	experimental and observational	testing				
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
104	(2) Scientific investigation and	student	(iv) in all fields of		Life Cycle of Animetr	In the Astivity Object students	
184	(3) Scientific investigation and	(A) in all fields of science, analyze,	(ix) in all fields of	TX2_USSSM160210	Life Cycle of Animals	In the Activity Object, students	Q1-Q2-Q3-Q4-Q5-Q6 in the "Learner
	reasoning. The student uses critical thinking, scientific reasoning, and	evaluate, and critique scientific explanations by using empirical	science, evaluate scientific explanations by		(TX2_USSSM160210)	evaluate scientific explanations by using observational testing.	Journal" section of the Activity Sheet ask students to analyze and evaluate
	problem solving to make informed	evidence, logical reasoning, and	using observational				scientific explanations by using
		experimental and observational	testing				observational testing.
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
1		encourage critical thinking by the					
	1	student			1		

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
 185	(3) Scientific investigation and	(A) in all fields of science, analyze,	(x) in all fields of	TX2 USSSM010502	Atomic Model History: From	The Activity Object explains the	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		Rutherford to Bohr	historical development of atomic	are asked questions that require them
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations,		(TX2_USSSM010502)	models from Rutherford to Bohr.	to evaluate scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	including examining all		(,	Students evaluate all sides of	examining all sides of evidence for
		experimental and observational	sides of scientific			scientific evidence for the scientific	those scientific explanations.
	relevant scientists. The student is	testing, including examining all sides	evidence of those			explanations of the models.	
	expected to:	of scientific evidence of those	scientific explanations				
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
186	(3) Scientific investigation and	(A) in all fields of science, analyze,	(x) in all fields of	TX2_USSSM180103	Analysis of Fossil Evidence	The Activity Object presents data	Q2 and Q3 of the "Doing the Activity"
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		(TX2_USSSM180103)	about fossils found in a certain area	section in the Activity Sheet, as well
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations,			and examines all sides of the	as Q1 and Q2 of the "Thinking About
	problem solving to make informed	evidence, logical reasoning, and	including examining all			scientific evidence that supports the	the Activity Object" section of the
		experimental and observational	sides of scientific			scientific explanations about the	Activity Sheet, ask students to
	relevant scientists. The student is	testing, including examining all sides	evidence of those			animals who lived in the area.	analyze and evaluate scientific
	expected to:	of scientific evidence of those scientific explanations, so as to	scientific explanations				explanations, including examining all sides of scientific evidence of those
		encourage critical thinking by the					scientific explanations.
		student					scientific explanations.
187	(3) Scientific investigation and	(A) in all fields of science, analyze,	(x) in all fields of	TX2 USSAN200113	Applying and Communicating	The Animation teaches students	The Question-Answer Sheet asks
	reasoning. The student uses critical	evaluate, and critique scientific	science, evaluate		Scientific Information	about examining all sides of scientific	students to evaluate scientific
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations,		(TX2 USSAN200113)	evidence as it relates to evaluating	explanations, including examining all
	problem solving to make informed	evidence, logical reasoning, and	including examining all		,	scientific explanations.	sides of scientific evidence of those
	decisions and knows the contributions of	experimental and observational	sides of scientific				scientific explanations.
	relevant scientists. The student is	testing, including examining all sides	evidence of those				
	expected to:	of scientific evidence of those	scientific explanations				
		scientific explanations, so as to					
		encourage critical thinking by the					
188	(3) Scientific investigation and	student (A) in all fields of science, analyze,	(xi) in all fields of	TX2 USSXP160101	Plants' Needs for Photosynthesis	In Part 2 of the Activity Object,	In the Investigation Sheet, students
100	reasoning. The student uses critical	evaluate, and critique scientific	science, critique	TA2_0000AT 100101	(TX2_USSXP160101)	students critique scientific	are asked questions that require them
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			explanations by using empirical	to critique scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence			evidence.	using empirical evidence.
		experimental and observational	3 1				3. 1
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
189	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xi) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion	In the Investigation Sheet, students	
	reasoning. The student uses critical	evaluate, and critique scientific	science, critique		(TX2_USSXP080101)	learn about using empirical evidence	
	thinking, scientific reasoning, and problem solving to make informed	explanations by using empirical evidence, logical reasoning, and	scientific explanations by using empirical evidence			to critique scientific explanations.	
		evidence, logical reasoning, and experimental and observational	using empirical evidence				
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
190	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xi) in all fields of	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	In the Activity Object, students	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, critique			critique scientific explanations by	are asked to critique scientific
1	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using empirical evidence.	explanations by using empirical
1	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence				evidence.
1		experimental and observational					
1	relevant scientists. The student is	testing, including examining all sides					
1	expected to:	of scientific evidence of those					
1		scientific explanations, so as to					
1		encourage critical thinking by the student					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
 191	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xi) in all fields of	TX2 USSXP160101	Plants' Needs for Photosynthesis	In Part 2 of the Activity Object,	In the Investigation Sheet, students
1.2.	reasoning. The student uses critical	evaluate, and critique scientific	science, critique		(TX2_USSXP160101)	students critique scientific	are asked to critique scientific
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by		(,	explanations by using empirical	explanations by using empirical
1	problem solving to make informed	evidence, logical reasoning, and	using empirical evidence			evidence.	evidence.
	decisions and knows the contributions of	experimental and observational	0				
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
192	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xii) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion	In the Activity Object, students	In the Activity Object, students must
	reasoning. The student uses critical	evaluate, and critique scientific	science, critique		(TX2_USSXP080101)	critique scientific explanations by	provide responses with regard to
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by using logical reasoning			using logical reasoning.	critiquing scientific explanations by
	problem solving to make informed decisions and knows the contributions of	evidence, logical reasoning, and experimental and observational	using logical reasoning				using logical reasoning. These responses are assessed by the
	relevant scientists. The student is	testing, including examining all sides					Activity Object software, which
	expected to:	of scientific evidence of those					provides appropriate feedback as
		scientific explanations, so as to					students work through the exercises.
		encourage critical thinking by the					stadente went anough the excluses.
1		student					
193	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xii) in all fields of	TX2_USSXP080101	Newton's Second Law of Motion		Q3 of the Investigation Sheet asks
1	reasoning. The student uses critical	evaluate, and critique scientific	science, critique		(TX2_USSXP080101)		students to critique scientific
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by				explanations by using logical
	problem solving to make informed	evidence, logical reasoning, and	using logical reasoning				reasoning.
	decisions and knows the contributions of	experimental and observational					
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the student					
194	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xiii) in all fields of	TX2 USSXP180101	Life from Nonliving Things: Redi's	In the Activity Object, students	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, critique		Experiment (TX2_USSXP180101)	critique scientific explanations by	are asked a question for which they
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using experimental testing.	must critique scientific explanations
	problem solving to make informed	evidence, logical reasoning, and	using experimental				by using experimental testing.
	decisions and knows the contributions of	experimental and observational	testing				
	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
105	(2) Solontific investigation and	student	(viii) in all fields of		Polonood and Unhalanced Farris	In the Astivity Object students	In the Activity Check students are
195	(3) Scientific investigation and reasoning. The student uses critical	(A) in all fields of science, analyze, evaluate, and critique scientific	(xiii) in all fields of science, critique	TX2_USSXP080102	Balanced and Unbalanced Forces (TX2_USSXP080102)	In the Activity Object, students critique scientific explanations by	In the Activity Sheet, students are asked a question for which they must
	thinking, scientific reasoning, and	explanations by using empirical	science, chilque scientific explanations by		(172_03375000102)	using experimental testing.	critique scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using experimental			using experimental testing.	using experimental testing.
	decisions and knows the contributions of	experimental and observational	testing				doing experimental testing.
1	relevant scientists. The student is	testing, including examining all sides					
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
196	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xiv) in all fields of	TX2_USSSM150207	Star Types: In Search of Habitability	In the Activity Object, students	In the Investigation Sheet, students
1	reasoning. The student uses critical	evaluate, and critique scientific	science, critique		(TX2_USSSM150207)	critique scientific explanations by	are asked a question that requires
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by			using observational testing.	them to critique scientific explanations
1	problem solving to make informed	evidence, logical reasoning, and	using observational				by using observational testing.
	decisions and knows the contributions of	experimental and observational	testing				
	relevant scientists. The student is expected to:	testing, including examining all sides of scientific evidence of those					
	expected to.	scientific explanations, so as to					
		encourage critical thinking by the					
		student					
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 197	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xiv) in all fields of	TX2_USSSM160210	Life Cycle of Animals	In the Activity Object, students	In the Activity Sheet, students are
		evaluate, and critique scientific	science, critique		(TX2_USSSM160210)	critique scientific explanations by	asked a question for which they must
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations by		(,	using observational testing.	critique scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	using observational			g	using observational testing.
		experimental and observational	testing				5 5
	relevant scientists. The student is	testing, including examining all sides	0				
	expected to:	of scientific evidence of those					
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
198	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xv) in all fields of	TX2_USSSM010502	Atomic Model History: From	The Activity Object explains the	In the Investigation Sheet, students
	reasoning. The student uses critical	evaluate, and critique scientific	science, critique		Rutherford to Bohr	historical development of atomic	are asked questions that require them
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations,		(TX2_USSSM010502)	models from Rutherford to Bohr.	to critique scientific explanations by
	problem solving to make informed	evidence, logical reasoning, and	including examining all			Students critique all sides of scientific	examining all sides of evidence for
		experimental and observational	sides of scientific			evidence for the scientific	those scientific explanations.
	relevant scientists. The student is	testing, including examining all sides	evidence of those			explanations of the models.	
	expected to:	of scientific evidence of those	scientific explanations				
		scientific explanations, so as to					
		encourage critical thinking by the					
100	(2) Scientific investigation and	student	(var) in all fights of	TV2 LICCCM400400	Analysis of Essail Evidence	The Activity Object presents data	In the "Deflectione" section of the
199		(A) in all fields of science, analyze,	(xv) in all fields of	TX2_USSSM180103	Analysis of Fossil Evidence	The Activity Object presents data about fossils found in a certain area	In the "Reflections" section of the
	reasoning. The student uses critical thinking, scientific reasoning, and	evaluate, and critique scientific	science, critique		(TX2_USSSM180103)	and evaluates this evidence to	Activity Sheet, students are asked a
	problem solving to make informed	explanations by using empirical evidence, logical reasoning, and	scientific explanations, including examining all			support explanations about the	question in which they have to critique scientific explanations, including
		experimental and observational	sides of scientific			animals who lived in the area.	examining all sides of scientific
	relevant scientists. The student is	testing, including examining all sides	evidence of those			animais who lived in the area.	evidence of those scientific
	expected to:	of scientific evidence of those	scientific explanations				explanations.
		scientific explanations, so as to	scientine explanations				explanations.
		encourage critical thinking by the					
		student					
200	(3) Scientific investigation and	(A) in all fields of science, analyze,	(xv) in all fields of	TX2_USSAN200113	Applying and Communicating	The Animation teaches students	The Question-Answer Sheet asks
	reasoning. The student uses critical	evaluate, and critique scientific	science, critique	-	Scientific Information	about critiquing all sides of scientific	students to critique scientific
	thinking, scientific reasoning, and	explanations by using empirical	scientific explanations,		(TX2_USSAN200113)	evidence as it relates to evaluating	explanations, including examining all
	problem solving to make informed	evidence, logical reasoning, and	including examining all			scientific explanations.	sides of scientific evidence of those
	decisions and knows the contributions of	experimental and observational	sides of scientific				scientific explanations.
	relevant scientists. The student is	testing, including examining all sides	evidence of those				
	expected to:	of scientific evidence of those	scientific explanations				
		scientific explanations, so as to					
		encourage critical thinking by the					
		student					
201	(3) Scientific investigation and	(B) use models to represent aspects	(i) use models to	TX2_USSSM130112	The Structural Layers of Earth	In Part 2 of the Activity Object,	In the Activity Object, students must
		of the natural world such as a model	represent aspects of the		(TX2_USSSM130112)	students create a virtual model of the	
		of Earth's layers	natural world			layers of the Earth.	building the model of the layers of the
	problem solving to make informed						Earth. These responses are
	decisions and knows the contributions of						assessed by the Activity Object
	relevant scientists. The student is						software, which provides appropriate
	expected to:						feedback as students work through
1							the exercises.
202	(3) Scientific investigation and	(B) use models to represent aspects	(i) use models to	TX2 USSUN150201	The Solar System	The 3D model represents aspects of	
202		of the natural world such as a model	represent aspects of the	172_0000N100201	(TX2_USSUN150201)	the solar system.	
1		of Earth's layers	natural world				
	problem solving to make informed						
	decisions and knows the contributions of						
	relevant scientists. The student is						
	expected to:						
203	(3) Scientific investigation and	(B) use models to represent aspects	(i) use models to	TX2_USSSM150101	Formation of Seasons	In the Investigation Sheet, students	In the Investigation Sheet, students
		of the natural world such as a model	represent aspects of the		(TX2_USSSM150101)	create a model, using foam spheres,	use their model of the Earth's layers
1		of Earth's layers	natural world		,	to demonstrate the Earth's rotation,	to answer various questions that
	problem solving to make informed	-				and its revolution around the sun.	assess their understanding of the
1	decisions and knows the contributions of						exercise.
1							
	relevant scientists. The student is expected to:						

#	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	(C) identify advantages and limitations of models such as size, scale, properties, and materials	(i) identify advantages of models		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	expected to: (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)		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	(D) relate the impact of research on	(i) relate the impact of	TX2_USSAN200122	History of Physics	The Animation relates the impact of	The Question-Answer Sheet, ask
210	reasoning. The student uses critical	scientific thought and society,	research on scientific	1742_000744200122	(TX2_USSAN200122)	research on scientific thought,	students to relate the impact of
	thinking, scientific reasoning, and	including the history of science and	thought, including the		()	including the history of science, with	research on scientific thought,
	problem solving to make informed	contributions of scientists as related to				regard to the field of physics.	including the history of physics.
	decisions and knows the contributions of		,			5	0 , , , ,
	relevant scientists. The student is						
	expected to:						
214	(3) Scientific investigation and	(D) relate the impact of research on	(ii) relate the impact of	TX2_USSAN200112	The Impact of Scientific Advances on	The Animation explains the impacts of	
	reasoning. The student uses critical	scientific thought and society,	research on society,		Science and Society		
	thinking, scientific reasoning, and	including the history of science and	including the history of		(TX2_USSAN200112)	of historical scientists on society.	which they must explain how scientific
	problem solving to make informed	contributions of scientists as related to the content.	science				research impacted society, including
	decisions and knows the contributions of relevant scientists. The student is	the content.					the history of science.
	expected to:						
215	(3) Scientific investigation and	(D) relate the impact of research on	(ii) relate the impact of	TX2 USSAN200116	History of Biology	The Animation relates the impact of	Questions in the "After the Animation"
210	reasoning. The student uses critical	scientific thought and society,	research on society,	1742_000711200110	(TX2_USSAN200116)	research on society, including the	section of the Question-Answer Sheet
	thinking, scientific reasoning, and	including the history of science and	including the history of		()	history of science, with regard to the	ask students to relate the impact of
	problem solving to make informed	contributions of scientists as related to				field of biology.	research on society, including the
		the content.					history of biology.
	relevant scientists. The student is						
	expected to:						
216	(3) Scientific investigation and	(D) relate the impact of research on	(ii) relate the impact of	TX2_USSAN200121	History of Chemistry	The Animation relates the impact of	The Question-Answer Sheet asks
	reasoning. The student uses critical	scientific thought and society,	research on society,		(TX2_USSAN200121)	research on society, including the	students to relate the impact of
	thinking, scientific reasoning, and	including the history of science and	including the history of			history of science, with regard to the	research on society, including the
	problem solving to make informed	contributions of scientists as related to	science			field of chemistry.	history of chemistry.
	decisions and knows the contributions of relevant scientists. The student is	the content.					
	expected to:						
217	(3) Scientific investigation and	(D) relate the impact of research on	(ii) relate the impact of	TX2 USSAN200122	History of Physics	The Animation relates the impact of	The Question-Answer Sheet asks
217	reasoning. The student uses critical	scientific thought and society,	research on society,	17/2_000/AN200122	(TX2_USSAN200122)	research on society, including the	students to relate the impact of
	thinking, scientific reasoning, and	including the history of science and	including the history of		()	history of science, with regard to the	research on society, including the
	problem solving to make informed	contributions of scientists as related to				field of physics.	history of physics.
	decisions and knows the contributions of	the content.					, , , ,
	relevant scientists. The student is						
	expected to:						
218	(3) Scientific investigation and	(D) relate the impact of research on	(iii) relate the impact of	TX2_USSAN200112	The Impact of Scientific Advances on	The Animation explains the impacts of	
	reasoning. The student uses critical	scientific thought and society,	research on scientific		Science and Society	the scientific contributions of a variety	
	thinking, scientific reasoning, and	including the history of science and	thought including the		(TX2_USSAN200112)	of historical scientists on scientific	which they relate the impact of
	problem solving to make informed decisions and knows the contributions of	contributions of scientists as related to the content.	contributions of scientists as related to			thought, including the contributions of scientists as related to the content.	research on scientific thought, including the contributions of
	relevant scientists. The student is	the content.	the content			scientists as related to the content.	scientists as related to the content.
	expected to:						
219	(3) Scientific investigation and	(D) relate the impact of research on	(iii) relate the impact of	TX2 USSAN200116	History of Biology	The Animation relates the impact of	Questions in the "After the Animation"
	reasoning. The student uses critical	scientific thought and society,	research on scientific		(TX2_USSAN200116)	research on scientific thought,	section of the Question-Answer Sheet
1	thinking, scientific reasoning, and	including the history of science and	thought including the		· - /	including the contributions of	ask students to relate the impact of
	problem solving to make informed	contributions of scientists as related to	contributions of			scientists as related to the content,	research on scientific thought,
		the content.	scientists as related to			with regard to the field of biology.	including the contributions of
	relevant scientists. The student is		the content				scientists as related to the content,
	expected to:						with regard to the field of biology.
220	(3) Scientific investigation and	(D) relate the impact of research on	(iii) relate the impact of	TX2 USSAN200121	History of Chemistry	The Animation relates the impact of	The Question-Answer Sheet asks
220	reasoning. The student uses critical	scientific thought and society,	(iii) relate the impact of research on scientific	172_033AN200121	(TX2_USSAN200121)	research on scientific thought,	students to relate the impact of
	thinking, scientific reasoning, and	including the history of science and	thought including the			including the contributions of	research on scientific thought,
	problem solving to make informed	contributions of scientists as related to	• •			scientists as related to the content,	including the contributions of
	decisions and knows the contributions of		scientists as related to			with regard to the field of chemistry.	scientists as related to the content,
	relevant scientists. The student is		the content				with regard to the field of chemistry.
	expected to:						
221	(3) Scientific investigation and	(D) relate the impact of research on	(iii) relate the impact of	TX2_USSAN200122	History of Physics	The Animation relates the impact of	The Question-Answer Sheet asks
1	reasoning. The student uses critical	scientific thought and society,	research on scientific		(TX2_USSAN200122)	research on scientific thought,	students to relate the impact of
	thinking, scientific reasoning, and	including the history of science and	thought including the			including the contributions of	research on scientific thought,
	problem solving to make informed	contributions of scientists as related to				scientists as related to the content,	including the contributions of
	decisions and knows the contributions of	the content.	scientists as related to			with regard to the field of physics.	scientists as related to the content,
	relevant scientists. The student is		the content				with regard to the field of physics.
	expected to:	1	1	1		1	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
 222	(3) Scientific investigation and	(D) relate the impact of research on	(iv) relate the impact of	TX2 USSAN200112	The Impact of Scientific Advances on	The Animation explains the impacts of	
	reasoning. The student uses critical	scientific thought and society,	research on society,		Science and Society	the scientific contributions of a variety	students are asked a question in
	thinking, scientific reasoning, and	including the history of science and	including the		(TX2_USSAN200112)	of historical scientists on society,	which they relate the impact of
	problem solving to make informed		contributions of		/	including the contributions of	research on society, including the
		the content.	scientists as related to			scientists as related to the content.	contributions of scientists as related
	relevant scientists. The student is		the content				to the content.
	expected to:						
223	(3) Scientific investigation and	(D) relate the impact of research on	(iv) relate the impact of	TX2_USSAN200116	History of Biology	The Animation relates the impact of	Questions in the "After the Animation"
	reasoning. The student uses critical	scientific thought and society,	research on society,		(TX2_USSAN200116)	research on society, including the	section of the Question-Answer Sheet
	thinking, scientific reasoning, and	including the history of science and	including the			contributions of scientists as related	ask students to relate the impact of
	problem solving to make informed	contributions of scientists as related to	contributions of			to the content, with regard to the field	research on society, including the
	decisions and knows the contributions of	the content.	scientists as related to			of biology.	contributions of scientists as related
	relevant scientists. The student is		the content				to the content, with regard to the field
	expected to:						of biology.
	(3) Scientific investigation and	(D) relate the impact of research on	(iv) relate the impact of	TX2_USSAN200121	History of Chemistry	The Animation relates the impact of	The Question-Answer Sheet asks
	reasoning. The student uses critical	scientific thought and society,	research on society,		(TX2_USSAN200121)	research on society, including the	students to relate the impact of
	thinking, scientific reasoning, and	including the history of science and	including the			contributions of scientists as related	research on society, including the
	problem solving to make informed	contributions of scientists as related to	contributions of			to the content, with regard to the field	contributions of scientists as related
		the content.	scientists as related to			of chemistry.	to the content, with regard to the field
	relevant scientists. The student is		the content				of chemistry.
	expected to:		(a) as let a the stars a start		Lister of Disselse		
	(3) Scientific investigation and	(D) relate the impact of research on	(iv) relate the impact of	TX2_USSAN200122	History of Physics	The Animation relates the impact of	The Question-Answer Sheet asks
	reasoning. The student uses critical	scientific thought and society,	research on society,		(TX2_USSAN200122)	research on society, including the	students to relate the impact of
	thinking, scientific reasoning, and problem solving to make informed	including the history of science and contributions of scientists as related to	including the contributions of			contributions of scientists as related to the content, with regard to the field	research on society, including the contributions of scientists as related
		the content.					
	decisions and knows the contributions of relevant scientists. The student is		scientists as related to the content			of physics.	to the content, with regard to the field of physics.
	expected to:						or priysics.
	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect	(i) use appropriate tools	TX2 USSAN190103	Competition in Ecosystems	The Lab Sheet involves investigations	The Lab Sheet assesses the use of
	The student knows how to use a variety	record, and analyze information,	to collect information,	172_000/min 100100	(TX2_USSAN190103)	in which information is collected with	beakers.
	of tools and safety equipment to conduct	including journals/notebooks,	including beakers		(1/2_000/11/00/00)	the use of beakers.	
		beakers, Petri dishes, meter sticks,	including beakers				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
			(A)	TV0 110001			
	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(i) use appropriate tools	TX2_USSSM030104	Physical Properties	In the Activity Object, students collect	
	The student knows how to use a variety	record, and analyze information,	to collect information,		(TX2_USSSM030104)	information using tools, including	
	of tools and safety equipment to conduct	including journals/notebooks,	including beakers			beakers.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,					
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
1		microscopes, thermometers,					
1		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
228	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(i) use appropriate tools	TX2 USSSM050101	Separation of Mixtures	In the Activity Object, students collect	
	The student knows how to use a variety	record, and analyze information,	to collect information,	172_000010101	(TX2_USSSM050101)	information using tools, including	
	of tools and safety equipment to conduct	including journals/notebooks,	including beakers		(1)2_0000000101)	beakers.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	including beakers				
	to:	graduated cylinders, hot plates, test					
1		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
1		devices, and other equipment as					
		needed to teach the curriculum					
		•					

#	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		In the Lab Sheet, students use beakers to collect information during an investigation.	The Lab Sheet assesses the use of beakers.
231	The student knows how to use a variety	(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		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		The Activity Object demonstrates use of appropriate tools to collect information, including Petri dishes.	
233		(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	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	 (A) use appropriate tools to collect, record, and analyze information, including journals/notebooks, 	(iv) use appropriate tools to collect information, including graduated	TX2_USSAN190103	Competition in Ecosystems (TX2_USSAN190103)	In the Lab Sheet, students use graduated cylinders as part of an investigation, in order to collect	Q12 of the Lab Sheet assesses the use of a graduated cylinder in the investigation.
	science inquiry. The student is expected to:	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	cylinders			information.	
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.	(A) use appropriate tools to collect,	(vi) use appropriate tools		Boiling, Condensation, Freezing, and	The Animation shows students how to	
271	The student knows how to use a variety	record, and analyze information,	to collect information,	17/2_000AN020201	Melting Points (TX2_USSAN020201)	collect information by using test	
	of tools and safety equipment to conduct	including journals/notebooks.	including test tubes			tubes.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	including toot taboo				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
242	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(vii) use appropriate	TX2_USSSM200103	Measuring Mass and Weight	In the Activity Object, students collect	
	The student knows how to use a variety of tools and safety equipment to conduct	record, and analyze information,	tools to collect information, including			information using tools, including triple beam balances.	Journal" section in the Activity Sheet,
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	triple beam balances			beam balances.	assess students' ability to collect
	to:	graduated cylinders, hot plates, test	lipie beatti balances				information using triple beam
	10.	tubes, triple beam balances,					balances.
		microscopes, thermometers,					balances.
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
243	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(vii) use appropriate	TX2_USSAN080102	Lab Equipment: Mechanics	The Animation shows students how to	
1	The student knows how to use a variety	record, and analyze information,	tools to collect		(TX2_USSAN080102)	collect information using tools,	ask students how to collect
1	of tools and safety equipment to conduct	including journals/notebooks,	information, including			including triple beam balances.	information using triple beam
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	triple beam balances				balances.
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as needed to teach the curriculum					
		needed to teach the cumculum					
244	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(viii) use appropriate	TX2_USSSM160101	Exploring Cells with a Microscope	In the Activity Object, students collect	Q1-Q2-Q3-Q4-Q5 of the Assessment
	The student knows how to use a variety	record, and analyze information,	tools to collect		(TX2_USSSM160101)	information using tools, including	in the Activity Object assess students
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			microscopes.	on their ability to collect information
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	microscopes				using microscopes.
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
245	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect.	(viii) use appropriate	TX2_USSSM160105	Cell Theory and Cell Types	The Activity Object requires use of	
1	The student knows how to use a variety	record, and analyze information,	tools to collect		(TX2_USSSM160105)	appropriate tools to collect	
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			information, including microscopes.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	microscopes				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
1		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
246	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect	(viii) use appropriate	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students observe	Q4 of the Lab Sheet asks students to
	The student knows how to use a variety	record, and analyze information,	tools to collect			features of insects with a microscope.	record the observations they made
1	of tools and safety equipment to conduct	including journals/notebooks,	information, including				with the microscope.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	microscopes				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
1	1	1		1	1	1	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 247		(A) use appropriate tools to collect,	(viii) use appropriate	TX2 USSAN160104	Component Levels of Organization in Plants	In the Lab Sheet, students observe	In the Lab Sheet, students diagram
271	The student knows how to use a variety	record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test	tools to collect information, including microscopes	172_000/10104	(TX2_USSAN160104)	features of onion cells with a microscope.	the observations they made with the microscope.
		tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum					
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		(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.	(A) use appropriate tools to collect,	(x) use appropriate tools		Computers and Calculators	Investigation Sheet 2 asks students	Investigation Sheet 2 assesses
200	The student knows how to use a variety	record, and analyze information,	to collect information,		(TX2_USSAN200120)	to collect information with a calculator.	0
		including journals/notebooks,	including calculators		(1)12_0001(1200120)		with a calculator.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	including calculators				
	to:	graduated cylinders, hot plates, test					
	10.						
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
254	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xi) use appropriate tools	TX2 USSAN200120	Computers and Calculators	Investigation Sheet 1 asks students	Investigation Sheet 1 assesses
	The student knows how to use a variety	record, and analyze information,	to collect information,	-	(TX2 USSAN200120)	to collect information with a computer.	
	of tools and safety equipment to conduct	including journals/notebooks,	including computers		,		with a computer.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	. .				·
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
255	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xi) use appropriate tools	TX2_USSAN200120	Computers and Calculators	Investigation Sheet 2 asks students	Investigation Sheet 2 assesses
	The student knows how to use a variety	record, and analyze information,	to collect information,		(TX2_USSAN200120)	to collect information with a computer.	
	of tools and safety equipment to conduct	including journals/notebooks,	including computers				with a computer.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,					
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
256	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xi) use appropriate tools	TX2_USSSM010202	Calculating Atomic Mass	In the Activity Object, students collect	
	The student knows how to use a variety	record, and analyze information,	to collect information,		(TX2_USSSM010202)	information using tools, including	
		including journals/notebooks,	including computers			computers.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,					
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
257	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect.	(xii) use appropriate	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object demonstrates how	In Part 3 of the Activity Obiect.
1	The student knows how to use a variety	record, and analyze information,	tools to collect				students record the number of
		including journals/notebooks,	information, including				contractions that occur per unit time,
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	timing devices				with the aid of a stopwatch, in a table.
	to:	graduated cylinders, hot plates, test					The correct use of the watch to
		tubes, triple beam balances,					measure time periods is assessed by
		microscopes, thermometers,					the Activity Object software, which
		calculators, computers, timing					provides appropriate feedback as
		devices, and other equipment as					students work through the exercises.
		needed to teach the curriculum					
258	(4) Scientific investigation and reasoning.			TX2_USSAN080202	Calculating Average Speed	The Animation shows how to collect	
	The student knows how to use a variety	record, and analyze information,	tools to collect		(TX2_USSAN080202)	information using tools, including	
		including journals/notebooks,	information, including			stopwatches.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	timing devices				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
1		1			1	1	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 259	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xii) use appropriate	TX2 USSAN200108	Tools for Scientific Analysis: Tape	In the Lab Sheet, students use a	Q6 of the Lab Sheet asks students to
200	The student knows how to use a variety	record, and analyze information,	tools to collect	TX2_000AN200100	Measures (TX2_USSAN200108)		provide the time measurements they
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			order to collect information.	made with the stopwatch.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	timing devices				
	to:	graduated cylinders, hot plates, test	anning doriooo				
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
260	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xiii) use appropriate	TX2_USSAN200108	Tools for Scientific Analysis: Tape	In the Lab Sheet, students use	The Lab Sheet assesses the use of
	The student knows how to use a variety	record, and analyze information,	tools to collect		Measures (TX2_USSAN200108)	shoeboxes to collect investigative	the shoeboxes to collect information.
		including journals/notebooks,	information, including			information about the effects that	
	science inquiry. The student is expected to:	beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test	other equipment as needed			abiotic factors have on plant growth.	
	10.	tubes, triple beam balances,	needed				
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
261	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xiii) use appropriate	TX2_USSSM030104	Physical Properties	The Activity Object requires the use of	
	The student knows how to use a variety	record, and analyze information,	tools to collect		(TX2_USSSM030104)	appropriate tools to collect	provide responses with regard to the
	2 1 1	including journals/notebooks,	information, including			information, including equipment such	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	other equipment as			as a scale to measure mass, and a	responses are assessed by the
	to:	graduated cylinders, hot plates, test	needed				Activity Object software, which
		tubes, triple beam balances,				also use a bulb, a voltage source, and	
		microscopes, thermometers,				wires to determine electrical	students work through the exercises.
		calculators, computers, timing				conductivity.	
		devices, and other equipment as needed to teach the curriculum					
		needed to teach the curriculum					
262	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xiii) use appropriate	TX2_USSXP110302		The Activity Object requires the use of	
	The student knows how to use a variety	record, and analyze information,	tools to collect		into Heat Energy	appropriate tools to collect	provide responses with regard to the
	of tools and safety equipment to conduct	including journals/notebooks,	information, including		(TX2_USSXP110302)	information, including equipment such	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	other equipment as			as light bulbs and a thermometer.	responses are assessed by the
	to:	graduated cylinders, hot plates, test	needed				Activity Object software, which
		tubes, triple beam balances,					provides appropriate feedback as
		microscopes, thermometers,					students work through the exercises.
		calculators, computers, timing					
		devices, and other equipment as needed to teach the curriculum					
263	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xiii) use appropriate	TX2_USSXP040202	Light Intensity and Distance from the	The Activity Object requires the use of	
	The student knows how to use a variety	record, and analyze information,	tools to collect		Source (TX2_USSXP040202)		provide responses with regard to the
	of tools and safety equipment to conduct	including journals/notebooks,	information, including				correct use of equipment. These
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	other equipment as			equipment as needed, such as light	responses are assessed by the
	to:	graduated cylinders, hot plates, test	needed				Activity Object software, which
		tubes, triple beam balances,					provides appropriate feedback as
		microscopes, thermometers,					students work through the exercises.
		calculators, computers, timing					
		devices, and other equipment as needed to teach the curriculum					
264	(4) Scientific investigation and reasoning.		(xiii) use appropriate	TX2_USSSM010502	Atomic Model History: From	In the Lab Sheet, students collect	The Lab Sheet assesses the
	The student knows how to use a variety	record, and analyze information,	tools to collect		Rutherford to Bohr		appropriate use of the equipment to
		including journals/notebooks,	information, including		(TX2_USSSM010502)		collect information.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	other equipment as			gas-filled spectrum tubes, metal	
	to:	graduated cylinders, hot plates, test	needed			loops, an alcohol burner, light bulbs,	
		tubes, triple beam balances,				and salt.	
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as needed to teach the curriculum					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 265	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xiv) use appropriate	TX2_USSSM130201	The Rock Cycle	In the Investigation Sheet, students	The Investigation Sheet assesses the
200	The student knows how to use a variety	record, and analyze information,	tools to record	1702_0000001130201	(TX2_USSSM130201)	use appropriate tools to record	use of notebooks to record
	of tools and safety equipment to conduct	including journals/notebooks.	information, including		(1)=0000011100201)	information, including notebooks.	information.
		beakers, Petri dishes, meter sticks,	journals/notebooks			internation, including netebooner	
	to:	graduated cylinders, hot plates, test	,				
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
266	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xiv) use appropriate	TX2_USSAN200108	Tools for Scientific Analysis: Tape	In the Lab Sheet, students must use	The Lab Sheet assesses the use of
	The student knows how to use a variety	record, and analyze information,	tools to record		Measures (TX2_USSAN200108)	a lab notebook during an	lab notebooks to record information.
	of tools and safety equipment to conduct		information, including			investigation.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test	journals/notebooks				
	to:	tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
267	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xv) use appropriate	TX2_USSAN200120	Computers and Calculators	The Animation teaches students how	The Question-Answer sheet asks a
	The student knows how to use a variety	record, and analyze information,	tools to record		(TX2_USSAN200120)	to record information with calculators.	question about the function of
	2 1 1	including journals/notebooks,	information, including				calculators.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	calculators				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as needed to teach the curriculum					
		needed to teach the cumculum					
268	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xv) use appropriate	TX2_USSAN200120	Computers and Calculators	Investigation Sheet 1 tells students	Investigation Sheet 1 assesses
	The student knows how to use a variety	record, and analyze information,	tools to record		(TX2_USSAN200120)	how to record information with a	students' ability to record information
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			calculator.	with a calculator.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	calculators				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
269	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xv) use appropriate	TX2_USSAN200120	Computers and Calculators	Investigation Sheet 2 tells students	Investigation Sheet 2 assesses
_00	The student knows how to use a variety	record, and analyze information,	tools to record		(TX2_USSAN200120)	how to record information with a	students' ability to record information
		including journals/notebooks,	information, including			calculator.	with a calculator.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	calculators				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
270	(4) Scientific investigation and reasoning		(vy) use appropriate	TV2 LICCCM020404	Physical Properties	In the Activity Object, students record	In the "Doing the Astivity" eastier of
210	(4) Scientific investigation and reasoning. The student knows how to use a variety	(A) use appropriate tools to collect, record, and analyze information,	(xv) use appropriate tools to record	TX2_USSSM030104	(TX2_USSSM030104)	information by using calculators.	the Activity Sheet, students record the
		including journals/notebooks,	information, including		(172_00001000104)	information by using calculators.	information obtained in the Activity
		beakers, Petri dishes, meter sticks,	calculators				Object in a table. To obtain values for
		graduated cylinders, hot plates, test	00.00.000				density, students require the use of a
		tubes, triple beam balances,					calculator.
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					

#	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,	(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	The student knows how to use a variety of tools and safety equipment to conduct	(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		(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		(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.	provide responses with regard to the

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 277	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xvii) use appropriate	TX2_USSXP110302		The Activity Object requires the use of	
211	(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/hotebooks, 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	TA2_000AF 110302	(TX2_USSXP110302)	appropriate tools to record information, including equipment such as light bulbs and a thermometer.	provide responses with regard to the
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.	provide responses with regard to the
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.	(A) use appropriate tools to collect,	(xviii) use appropriate	TX2_USSAN190101	Biotic and Abiotic Factors in	In the Lab Sheet, students must use	The Lab Sheet requires data be kept
	The student knows how to use a variety	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	information, including journals/notebooks		Ecosystems (TX2_USSAN190101)	a lab notebook to record observations, and then analyze the recorded observations to make conclusions.	in a lab notebook. The Lab Sheet includes questions in which this data is analyzed and used for assessment.
284	science inquiry. The student is expected	(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		(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		(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	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.	(A) use appropriate tools to collect,	(xx) use appropriate	TX2 USSXP190101	Environmental Factors That Affect the		In the Lab Sheet, students analyze
	The student knows how to use a variety	record, and analyze information,	tools to analyze	_	Growth of Molds	dishes to collect information on seed	data gathered on seed germination
	of tools and safety equipment to conduct	including journals/notebooks,	information, including		(TX2_USSXP190101)	germination under different light	from seeds grown in Petri dishes.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	Petri dishes			conditions. Data is recorded in a table	
	to:	graduated cylinders, hot plates, test				and then analyzed.	effect of light on germination.
	10.	tubes, triple beam balances,				and then analyzed.	cheet of light on germination.
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
290	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxi) use appropriate	TX2 USSAN080102	Lab Equipment: Mechanics	The Animation shows students how to	
	The student knows how to use a variety	record, and analyze information,	tools to analyze	_	(TX2_USSAN080102)	use appropriate tools to collect	
	of tools and safety equipment to conduct		information, including		(,	information, including meter sticks.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	meter sticks			,, <u>5</u>	
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
291	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxi) use appropriate	TX2_USSAN080102	Lab Equipment: Mechanics	The Animation shows students how to	Q11 of the Enrichment Sheet assesses
	The student knows how to use a variety	record, and analyze information,	tools to analyze		(TX2_USSAN080102)	use appropriate tools to analyze	the use of a meter stick in the
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			information, including meter sticks.	investigation.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	meter sticks				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
292	(4) Scientific investigation and reasoning.		(xxii) use appropriate	TX2_USSSM030104	Physical Properties	The Activity Object requires the use of	
	The student knows how to use a variety	record, and analyze information,	tools to analyze		(TX2_USSSM030104)	appropriate tools to collect	students measure the volume of
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			information, including graduated	unknown substances with a cylinder
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	graduated cylinders			cylinders.	and record the data in a table. This
	to:	graduated cylinders, hot plates, test					and other data entered in the table is
		tubes, triple beam balances,					then analyzed, and the identities of
		microscopes, thermometers,					the unknown substances are
		calculators, computers, timing					determined. Student responses with
		devices, and other equipment as					regard to the data are assessed by
		needed to teach the curriculum					the Activity Object software, which
							provides appropriate feedback as
							students work through the exercises.
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293			(xxiii) use appropriate	TX2_USSXP020201	Melting and Boiling Points: Different	In the Activity Object, students	In the Activity Sheet, students analyze
	The student knows how to use a variety	record, and analyze information,	tools to analyze		Materials, Different Amounts	analyze information obtained by using	
	of tools and safety equipment to conduct		information, including		(TX2_USSXP020201)	hot plates.	involve hot plates.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	hot plates				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
						1	

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 294	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxiii) use appropriate	TX2_USSSM160110	The Effect of Temperature on	In the Activity Object, students	In the Activity Sheet, students analyze
-	The student knows how to use a variety	record, and analyze information,	tools to analyze		Enzyme Activity	analyze information obtained by using	
		including journals/notebooks,	information, including		(TX2_USSSM160110)	hot plates.	involve hot plates.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	hot plates		(1)(2_000011100110)		involve net platee.
		graduated cylinders, hot plates, test	not platoo				
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
295	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxiii) use appropriate	TX2_USSAN020201	Boiling, Condensation, Freezing, and	The Animation analyzes information	In the Question-Answer Sheet,
	The student knows how to use a variety	record, and analyze information,	tools to analyze		Melting Points (TX2_USSAN020201)	obtained by using test tubes and hot	students analyze data collected in
		including journals/notebooks,	information, including			plates.	experiments that involve hot plates.
		beakers, Petri dishes, meter sticks,	hot plates				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
296	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxiii) use appropriate	TX2 USSAN040104	How Liquid Thermometers Measure	In the Lab Sheet, students carry out	In the Lab Sheet, data collected with
200	The student knows how to use a variety	record, and analyze information,	tools to analyze	172_000AN040104	Temperature (TX2_USSAN040104)	two investigations in which they	the use of a hot plate is analyzed.
		including journals/notebooks,	information, including			analyze information gathered by using	
		beakers, Petri dishes, meter sticks,	hot plates			a hot plate.	
		graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
007							
297	(4) Scientific investigation and reasoning.		(xxiv) use appropriate	TX2_USSXP020201	Melting and Boiling Points: Different	In the Activity Object, students	In the Activity Sheet, students analyze
	The student knows how to use a variety	record, and analyze information,	tools to analyze		Materials, Different Amounts	analyze the information obtained by	data collected in experiments that
		including journals/notebooks,	information, including		(TX2_USSXP020201)	using test tubes.	involve test tubes.
		beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test	test tubes				
	10.	tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
		(A) use appropriate tools to collect,	(xxiv) use appropriate	TX2_USSSM160110	The Effect of Temperature on	In the Activity Object, students	In the Activity Sheet, students analyze
	The student knows how to use a variety	record, and analyze information,	tools to analyze		Enzyme Activity		data collected in experiments that
	, , , ,	including journals/notebooks,	information, including		(TX2_USSSM160110)	using test tubes.	involve test tubes.
	, , , , , , , , , , , , , , , , , , , ,	beakers, Petri dishes, meter sticks,	test tubes				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
1		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as needed to teach the curriculum					
299	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxiv) use appropriate	TX2 USSAN020201	Boiling, Condensation, Freezing, and	The Animation analyzes information	In the Question-Answer Sheet,
	The student knows how to use a variety	record, and analyze information,	tools to analyze		Melting Points (TX2_USSAN020201)		students analyze data collected in
		including journals/notebooks,	information, including			plates.	experiments that involve test tubes.
1		beakers, Petri dishes, meter sticks,	test tubes			ľ	
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
1		1	1	1	1		

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
300	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxiv) use appropriate	TX2 USSAN040104	How Liquid Thermometers Measure	In the Lab Sheet, students carry out	In the Lab Sheet, data collected with
	The student knows how to use a variety	record, and analyze information,	tools to analyze		Temperature (TX2_USSAN040104)		the use of test tubes is analyzed.
		including journals/notebooks.	information, including			analyze information gathered by using	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	test tubes			test tubes.	
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
301	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxv) use appropriate	TX2_USSSM200103	Measuring Mass and Weight	The Activity Object involves the use	In the Activity Object, students
	The student knows how to use a variety	record, and analyze information,	tools to analyze		(TX2_USSSM200103)		measure pieces of fruit with a spring
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			information, including triple beam	scale, and also with a triple beam and
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	triple beam balances			balances.	pan balance. Measurements are
	to:	graduated cylinders, hot plates, test					made on Earth, and on the moon.
		tubes, triple beam balances,					Values are entered in a chart.
		microscopes, thermometers,					Students analyze the values in the
		calculators, computers, timing					chart and answer questions about the
		devices, and other equipment as					data in the Activity Sheet.
		needed to teach the curriculum					
202	(4) Spiontific investigation and magnitude				Evoloring Collo with a Missocory	The Activity Object in the set in	During on interpeties is the Astron
302	(4) Scientific investigation and reasoning. The student knows how to use a variety	(A) use appropriate tools to collect,	(xxvi) use appropriate	TX2_USSSM160101	Exploring Cells with a Microscope (TX2 USSSM160101)		During an interaction in the Activity Object, the correct use of a
		record, and analyze information, including journals/notebooks,	tools to analyze information, including		(172_0000101)		microscope is assessed by the
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	microscopes				Activity Object software, which
	to:	graduated cylinders, hot plates, test	meroscopes				provides appropriate feedback as
	10.	tubes, triple beam balances,					students work through the exercises.
		microscopes, thermometers,					students work through the excretises.
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
303	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxvi) use appropriate	TX2_USSSM160105	Cell Theory and Cell Types	The Activity Object requires the use of	
	The student knows how to use a variety	record, and analyze information,	tools to analyze		(TX2_USSSM160105)	appropriate tools to analyze	
		including journals/notebooks,	information, including			information, including microscopes.	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	microscopes				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
304	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxvi) use appropriate	TX2_USSAN200105	Insect Traps (TX2_USSAN200105)	In the Lab Sheet, students use a	Q4 of the Lab Sheet asks students to
	The student knows how to use a variety	record, and analyze information,	tools to analyze				describe structures of insects that are
		including journals/notebooks,	information, including				visible under a microscope.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	microscopes				
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
305	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxvi) use appropriate	TX2_USSAN160104	Levels of Organization in Plants	In the Lab Sheet, students use a	In the Lab Sheet, students must
305	(4) Scientific investigation and reasoning. The student knows how to use a variety	(A) use appropriate tools to collect, record, and analyze information,	(xxvi) use appropriate tools to analyze	172_033AN 100104	(TX2_USSAN160104)		diagram parts of plant cells as
		including journals/notebooks,	information, including		(172_000/11/00/04)		observed while using a microscope.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	microscopes				observed while using a microscope.
	to:	graduated cylinders, hot plates, test					
		tubes, triple beam balances,					
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
					1	1	

#	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
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 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)	obtained by using a thermometer.	In the Activity Sheet, students analyze information that is obtained through the use of a thermometer.
309	The student knows how to use a variety	(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 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 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	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.	(A) use appropriate tools to collect,	(xxx) use appropriate	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)	The Activity Object demonstrates how	
	The student knows how to use a variety	record, and analyze information,	tools to analyze			to collect and analyze information by	students record in a table the number
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			using stopwatches.	of contractions that occur per unit
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	timing devices				time, with the aid of a stopwatch. The
	to:	graduated cylinders, hot plates, test					data is then analyzed to make
		tubes, triple beam balances,					conclusions about the effects of the
		microscopes, thermometers,					external environment on the rate of
		calculators, computers, timing					contractions. Students provide
		devices, and other equipment as					responses throughout the interaction,
		needed to teach the curriculum					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.	(A) use appropriate tools to collect,	(xxx) use appropriate	TX2_USSSM160107	Homeostasis (TX2_USSSM160107)		In the Investigation Sheet, students
	The student knows how to use a variety	record, and analyze information,	tools to analyze				record data in a table, as taken with
	of tools and safety equipment to conduct science inquiry. The student is expected	including journals/notebooks, beakers, Petri dishes, meter sticks,	information, including				the aid of a stopwatch. Students then
		graduated cylinders, hot plates, test	timing devices				analyze the data in subsequent questions.
	to:	tubes, triple beam balances,					questions.
		microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
319	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxx) use appropriate	TX2_USSAN200111	Water Test Kits	In the Lab Sheet, students must use	Q6 of the Lab Sheet assesses the
	The student knows how to use a variety	record, and analyze information,	tools to analyze		(TX2_USSAN200111)	a digital timer to collect and analyze	use of a digital timer to collect and
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			data during an investigation that	analyze data.
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	timing devices			involves the measurement of the pH	
	to:	graduated cylinders, hot plates, test				of water samples.	
		tubes, triple beam balances, microscopes, thermometers,					
		calculators, computers, timing					
		devices, and other equipment as					
		needed to teach the curriculum					
320	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxxi) use appropriate	TX2_USSSM030104	Physical Properties	The Activity Object requires the use of	
	The student knows how to use a variety	record, and analyze information,	tools to analyze		(TX2_USSSM030104)	appropriate tools to analyze	are asked to provide responses with
	of tools and safety equipment to conduct	including journals/notebooks,	information, including			information, including equipment such	
	science inquiry. The student is expected	beakers, Petri dishes, meter sticks,	other equipment as			as a scale to measure mass, and a	equipment. These responses are
	to:	graduated cylinders, hot plates, test	needed			beaker to measure volume. Students	assessed by the Activity Object
		tubes, triple beam balances,				also use a bulb, a voltage source, and	
		microscopes, thermometers,				wires to determine electrical	feedback as students work through
		calculators, computers, timing				conductivity.	the exercises.
		devices, and other equipment as needed to teach the curriculum					
004						The Asticity Objection with a the	During the Articity Object of the
321	(4) Scientific investigation and reasoning.	(A) use appropriate tools to collect,	(xxxi) use appropriate	TX2_USSXP110302		The Activity Object requires the use of	
	The student knows how to use a variety	record, and analyze information,	tools to analyze		into Heat Energy	appropriate tools to analyze	are asked to provide responses with
	of tools and safety equipment to conduct	including journals/notebooks, beakers, Petri dishes, meter sticks,	information, including		(TX2_USSXP110302)	information, including equipment such	regard to the correct use of equipment. These responses are
1	science inquiry. The student is expected to:	graduated cylinders, hot plates, test	other equipment as needed			as light bulbs and thermometers.	assessed by the Activity Object
	10.	tubes, triple beam balances,	neeueu				software, which provides appropriate
		microscopes, thermometers,					feedback as students work through
		calculators, computers, timing					the exercises.
1		devices, and other equipment as					
		needed to teach the curriculum					

#	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	The student knows how to use a variety of tools and safety equipment to conduct	(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)		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	of tools and safety equipment to conduct	(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.	students on the correct use of
327		(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	The student knows how to use a variety of tools and safety equipment to conduct	(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	of tools and safety equipment to conduct	(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)	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.	(B) use preventative safety	(ii) use preventative	TX2_USSSM200101	Laboratory Safety	In the Activity Sheet, students are	In the Activity Sheet, students are
	The student knows how to use a variety	equipment, including chemical splash	safety equipment,		(TX2_USSSM200101)	asked to use preventative safety	asked to describe the correct use of
	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	including aprons		· - /	equipment, including aprons.	preventative safety equipment,
	science inquiry. The student is expected	prepared to use emergency safety					including aprons.
	to:	equipment, including an eye/face					
		wash, a fire blanket, and a fire					
		extinguisher					
331	(4) Scientific investigation and reasoning.	(B) use preventative safety	(ii) use preventative	TX2_USSSM200101	Laboratory Safety	In Enrichment Sheet 1, students are	In Enrichment Sheet 1, students are
	The student knows how to use a variety	equipment, including chemical splash	safety equipment,		(TX2_USSSM200101)	asked to use preventative safety	asked to describe the correct use of
	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	including aprons			equipment, including aprons.	preventative safety equipment,
	science inquiry. The student is expected	prepared to use emergency safety					including aprons.
	to:	equipment, including an eye/face					
		wash, a fire blanket, and a fire extinguisher					
332	(4) Scientific investigation and reasoning.		(iii) use preventative	TX2 USSSM200101	Laboratory Safety	In Part 2 of the Activity Object,	Q1 of the "Learner Journal" section of
332	The student knows how to use a variety	equipment, including chemical splash	safety equipment,	17/2_000000101	(TX2_USSSM200101)	students select and use safety	the Activity Sheet asks students what
	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	including gloves		(1/2_000011200101)	equipment, including gloves.	preventative safety equipment they
	science inquiry. The student is expected	prepared to use emergency safety	including gloveo			equipment, moldaling gloves.	should use, including gloves.
	to:	equipment, including an eye/face					Should aco, moldanig gioroci
		wash, a fire blanket, and a fire					
		extinguisher					
333	(4) Scientific investigation and reasoning.	(B) use preventative safety	(iii) use preventative	TX2_USSSM200101	Laboratory Safety	In Enrichment Sheet 1, students are	Q5 in the "Activities" section of
	The student knows how to use a variety	equipment, including chemical splash	safety equipment,		(TX2_USSSM200101)	told to use preventative safety	Enrichment Sheet 1 assesses
	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	including gloves			equipment, including gloves.	students on their ability to use the
	science inquiry. The student is expected	prepared to use emergency safety					correct preventative safety
	to:	equipment, including an eye/face					equipment, including gloves.
		wash, a fire blanket, and a fire					
334	(4) Scientific investigation and reasoning.	extinguisher (B) use preventative safety	(iv) be prepared to use	TX2 USSSM200101	Laboratory Safety	In Part 2 of the Activity Object,	In the Activity Sheet, students are
334	The student knows how to use a variety	equipment, including chemical splash	emergency safety	172_0333101200101	(TX2_USSSM200101)	students select and use emergency	asked a question in which they have
	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	equipment, including an		(1/2_0000101)	safety equipment, including gloves.	to show preparedness to use
	science inquiry. The student is expected	prepared to use emergency safety	eye/face wash			salety equipment, meluding gioves.	emergency safety equipment,
	to:	equipment, including an eye/face	oyonado madri				including an eye/face wash.
		wash, a fire blanket, and a fire					3
		extinguisher					
335	(4) Scientific investigation and reasoning.	(B) use preventative safety	(iv) be prepared to use	TX2_USSSM200101	Laboratory Safety	In the Enrichment Sheet, students	Q3 in the Enrichment Sheet assesses
	The student knows how to use a variety	equipment, including chemical splash	emergency safety		(TX2_USSSM200101)	learn about being prepared to use	student preparedness to use
	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	equipment, including an			emergency safety equipment,	emergency safety equipment,
	science inquiry. The student is expected	prepared to use emergency safety	eye/face wash			including an eye/face wash.	including an eye/face wash.
	to:	equipment, including an eye/face					
		wash, a fire blanket, and a fire					
226	(4) Scientific investigation and reasoning.	extinguisher (B) use preventative safety	(v) be propored to use	TX2 USSSM200101	Laboraton, Safati	The Activity Object teaches at deate	In the Activity Sheet students are
336	(4) Scientific investigation and reasoning. The student knows how to use a variety	(B) use preventative safety equipment, including chemical splash	(v) be prepared to use emergency safety	172_0000101	Laboratory Safety (TX2_USSSM200101)	The Activity Object teaches students to be prepared to use emergency	In the Activity Sheet, students are asked a question in order to assess
1	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	equipment, including a		(172_000010101)	safety equipment, including a fire	their preparedness to use emergency
	science inquiry. The student is expected	prepared to use emergency safety	fire blanket			blanket.	safety equipment, including a fire
	to:	equipment, including an eye/face					blanket.
		wash, a fire blanket, and a fire					
		extinguisher					
337	(4) Scientific investigation and reasoning.		(v) be prepared to use	TX2_USSSM200101	Laboratory Safety	In the Enrichment Sheet, students	Q7 and Q11 in Enrichment Sheet 1,
	The student knows how to use a variety	equipment, including chemical splash	emergency safety		(TX2_USSSM200101)	learn about using emergency safety	as well as Q1 of Enrichment Sheet 2,
	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	equipment, including a			equipment, including a fire blanket.	assess student preparedness to use
1	science inquiry. The student is expected	prepared to use emergency safety	fire blanket				a fire blanket.
1	to:	equipment, including an eye/face					
1		wash, a fire blanket, and a fire					
338	(4) Scientific investigation and reasoning.	extinguisher (B) use preventative safety	(vi) be prepared to use	TX2_USSSM200101	Laboratory Safety	The Activity Object teaches students	Q3 of the Assessment in the Activity
330	The student knows how to use a variety	equipment, including chemical splash	emergency safety	172_0333101200101	(TX2_USSSM200101)	to be prepared to use emergency	Object, assess student preparedness
1	of tools and safety equipment to conduct		equipment, including a		(172_000000200101)	safety equipment, including a fire	to use a fire extinguisher.
1	science inquiry. The student is expected	prepared to use emergency safety	fire extinguisher			extinguisher.	
1	to:	equipment, including an eye/face					
		wash, a fire blanket, and a fire					
1		extinguisher					

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
 339		(B) use preventative safety	(vi) be prepared to use	TX2_USSSM200101	Laboratory Safety		In the Activity Sheet, students are
	The student knows how to use a variety	equipment, including chemical splash	emergency safety	_	(TX2_USSSM200101)		asked a question in order to assess
	of tools and safety equipment to conduct	goggles, aprons, and gloves, and be	equipment, including a				their preparedness to use emergency
	science inquiry. The student is expected	prepared to use emergency safety	fire extinguisher				safety equipment, including a fire
	to:	equipment, including an eye/face	-				extinguisher.
		wash, a fire blanket, and a fire					-
		extinguisher					
340	(4) Scientific investigation and reasoning.	(B) use preventative safety	(vi) be prepared to use	TX2_USSSM200101	Laboratory Safety	Enrichment Sheet 1 teaches students	Q2 and Q12 in Enrichment Sheet 1
	The student knows how to use a variety	equipment, including chemical splash	emergency safety		(TX2_USSSM200101)	about using emergency safety	assess student preparedness to use
		goggles, aprons, and gloves, and be	equipment, including a			equipment, including a fire	emergency safety equipment,
	science inquiry. The student is expected	prepared to use emergency safety	fire extinguisher			extinguisher.	including a fire extinguisher.
	to:	equipment, including an eye/face					
		wash, a fire blanket, and a fire					
		extinguisher					
341		(B) use preventative safety	(vi) be prepared to use	TX2_USSSM200101	Laboratory Safety	Enrichment Sheet 2 teaches students	
	The student knows how to use a variety	equipment, including chemical splash	emergency safety		(TX2_USSSM200101)	about using emergency safety	student preparedness to use
		goggles, aprons, and gloves, and be	equipment, including a			equipment, including a fire	emergency safety equipment,
		prepared to use emergency safety	fire extinguisher			extinguisher.	including a fire extinguisher.
	to:	equipment, including an eye/face					
		wash, a fire blanket, and a fire					
342	(5) Matter and energy. The student	extinguisher (A) know that an element is a pure	l	TX2 USSAN010303	Symbols of Elements	The Animation teaches students that	Q1 and Q2 of the Enrichment Sheet
342	knows the differences between elements			172_033AIN010303	(TX2_USSAN010303)	an element is a pure substance	require students to know that
	and compounds. The student is	symbols			(TA2_033AN010303)	represented by chemical symbols.	elements are pure substances
	expected to:	symbols				represented by chemical symbols.	represented by chemical symbols.
343	(5) Matter and energy. The student	(A) know that an element is a pure		TX2_USSSM010402	A Musical Introduction to Chemical	In the Activity Object, students learn	Q1 of the Assessment in the Activity
0-0	knows the differences between elements	substance represented by chemical		17/2_000000010402	Formulas (TX2 USSSM010402)	that an element is a pure substance	Object, as well as Q1 of the "Doing
	and compounds. The student is	symbols				represented by chemical symbols.	the Activity" of the Activity Sheet, ask
	expected to:	Symbols				represented by enemical symbols.	students to know that elements are
							pure substances represented by
							chemical symbols.
344	(5) Matter and energy. The student	(A) know that an element is a pure		TX2_USSAN010403	The Differences Between Elements		Q1 and Q4 of the Question-Answer
	knows the differences between elements	substance represented by chemical			and Compounds	an element is a pure substance	Sheet require students to know that
	and compounds. The student is	symbols			(TX2_USSAN010403)	represented by chemical symbols.	elements are pure substances
	expected to:						represented by chemical symbols.
345	(5) Matter and energy. The student	(A) know that an element is a pure		TX2_USSAN010401	Elements and Compounds	In the Animation, students learn that	Q1 of the "Before the Animation"
		substance represented by chemical			(TX2_USSAN010401)	an element is a pure substance	section of the Question-Answer Sheet
	and compounds. The student is	symbols				represented by chemical symbols.	requires students to know that
	expected to:						elements are pure substances
346	(5) Mottor and anargy The student	(B) recognize that a limited number of	(i) recognize that a	TX2 USSAN130208	Elements Forming Earth's Land and	The Animation explains that a limited	represented by chemical symbols. Q2-Q3-Q4 of the "After the
340	(5) Matter and energy. The student knows the differences between elements	the many known elements comprise	limited number of the	TA2_033AN 130208	Seas (TX2_USSAN130208)	number of the many known elements	Animation" section of the Question-
	and compounds. The student is	the largest portion of solid Earth, living	many known elements		Seas (172_035AN130206)	comprise the largest portion of solid	Answer Sheet ask students to
	expected to:	matter, oceans, and the atmosphere	comprise the largest			Earth.	recognize that a limited number of the
	expected to.	matter, oceans, and the atmosphere	portion of solid Earth			Earui.	many known elements comprise the
			portion of solid Earth				largest portion of solid Earth.
							a gost portion of colid Editit.
347	(5) Matter and energy. The student	(B) recognize that a limited number of	(i) recognize that a	TX2 USSSM130112	The Structural Layers of Earth	In the Activity Object, students learn	Q2-Q3-Q4-Q5 of the "Doing the
	knows the differences between elements		limited number of the		(TX2_USSSM130112)	which elements form the Earth by	Activity" in the Activity Sheet ask
	and compounds. The student is	the largest portion of solid Earth, living			/	clicking on an Earth model and	students about the characteristics of
	expected to:	matter, oceans, and the atmosphere	comprise the largest			watching animations.	Earth's various layers, including the
			portion of solid Earth				fact that a limited number of the many
							known elements comprise the largest
							portion of solid Earth.
348	(5) Matter and energy. The student	(B) recognize that a limited number of	(i) recognize that a	TX2_USSAN130208	Elements Forming Earth's Land and	In the Enrichment Sheet, students	Q2 and Q4 of the Enrichment Sheet
1	knows the differences between elements		limited number of the		Seas (TX2_USSAN130208)	recognize that a limited number of the	
	and compounds. The student is	the largest portion of solid Earth, living				many known elements comprise the	limited number of the many known
	expected to:	matter, oceans, and the atmosphere	comprise the largest			largest portion of solid Earth.	elements comprise the largest portion
1			portion of solid Earth				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	(B) recognize that a limited number of	(ii) recognize that a	TX2_USSAN160105	Elements Forming the Human Body	The Animation explains that a limited	Q1-Q2-Q3-Q4 of the "After the
0-0		the many known elements comprise	limited number of the	17/2_000/10100	(TX2_USSAN160105)	number of the many known elements	Animation" section of the Question-
	and compounds. The student is				(1)2_000/(1100100)	comprise the largest portion of living	Answer Sheet, as well as Q1-Q2-Q3-
	expected to:	matter, oceans, and the atmosphere	comprise the largest			matter.	Q4 of the Enrichment Sheet, ask
			portion of living matter				students to recognize that a limited
			portion of analy matter				number of the many known elements
							comprise the largest portion of living
							matter on Earth.
350	(5) Matter and energy. The student	(B) recognize that a limited number of	(ii) recognize that a	TX2_USSAN160105	Elements Forming the Human Body	The Enrichment Sheet informs	A question in the Enrichment Sheet
		the many known elements comprise	limited number of the	_	(TX2_USSAN160105)	students that a limited number of the	asks students to recognize that a
	and compounds. The student is	the largest portion of solid Earth, living	many known elements		<	many known elements comprise the	limited number of the many known
	expected to:	matter, oceans, and the atmosphere	comprise the largest			largest portion of living matter.	elements comprise the largest portion
			portion of living matter				of living matter on Earth.
351	(5) Matter and energy. The student	(B) recognize that a limited number of	(iii) recognize that a	TX2_USSAN130208	Elements Forming Earth's Land and		Q1 of the "After the Animation"
		the many known elements comprise	limited number of the		Seas (TX2_USSAN130208)	number of the many known elements	section in the Question-Answer
	and compounds. The student is	the largest portion of solid Earth, living				comprise the largest portion of	Sheet, as well as Q1 and Q3 of the
	expected to:	matter, oceans, and the atmosphere	comprise the largest			oceans.	Enrichment Sheet, ask students to
			portion of oceans				recognize that a limited number of the
							many known elements comprise the
							largest portion of oceans.
352	(5) Matter and energy. The student	(B) recognize that a limited number of	(iii) recognize that a	TX2_USSAN130208	Elements Forming Earth's Land and	In the Enrichment Sheet, students are	A question in the Enrichment Sheet
		the many known elements comprise	limited number of the		Seas (TX2_USSAN130208)	told that a limited number of the many	asks students to recognize that a
	and compounds. The student is	the largest portion of solid Earth, living				known elements comprise the largest	
	expected to:	matter, oceans, and the atmosphere	comprise the largest			portion of oceans.	elements comprise the largest portion
			portion of oceans				of oceans.
353	(5) Matter and energy. The student	(B) recognize that a limited number of	(iv) recognize that a	TX2_USSAN150112	The Structure of the Atmosphere	The Animation explains that a limited	Q1-Q2-Q3 of the "After the
		the many known elements comprise	limited number of the		(TX2_USSAN150112)	number of the many known elements	Animation" section of the Question-
	and compounds. The student is	the largest portion of solid Earth, living	many known elements			comprise the largest portion of the	Answer Sheet, as well as Q1-Q2-Q3-
	expected to:	matter, oceans, and the atmosphere	comprise the largest			atmosphere.	Q4 of the Enrichment Sheet, ask students to recognize that a limited
			portion of the atmosphere				number of the many known elements
			aunosphere				comprise the largest portion of the
							atmosphere.
354	(5) Matter and energy. The student	(B) recognize that a limited number of	(iv) recognize that a	TX2 USSAN150112	The Structure of the Atmosphere	In the Enrichment Sheet students are	
		the many known elements comprise	limited number of the		(TX2_USSAN150112)	provided with information that enables	
	and compounds. The student is	the largest portion of solid Earth, living	many known elements		(,	them to recognize that a limited	limited number of the many known
	expected to:	matter, oceans, and the atmosphere	comprise the largest			number of the many known elements	
		,	portion of the			comprise the largest portion of the	of the atmosphere.
			atmosphere			atmosphere.	·
355	(5) Matter and energy. The student	(C) differentiate between elements		TX2_USSAN010403	The Differences Between Elements	The Animation explains the	Q1-Q2-Q4 of the "After the
		and compounds on the most basic			and Compounds	differences between elements and	Animation" section in the Question-
	and compounds. The student is	level			(TX2_USSAN010403)	compounds on the most basic level.	Answer Sheet ask the student to
	expected to:						differentiate between elements and
							compounds on the most basic level.
356	(5) Matter and energy. The student	(C) differentiate between elements		TX2 USSSM010402	A Musical Introduction to Chemical	In the Activity Object, students	In the "Doing the Activity Object"
1		and compounds on the most basic			Formulas (TX2_USSSM010402)	differentiate between elements and	section of the Activity Sheet, students
	and compounds. The student is	level			,	compounds on the most basic level.	are asked questions for which they
	expected to:						differentiate between elements and
							compounds on the most basic level.
257	(5) Matter and one ray. The student	(C) differentiate between elements		TY2 LISSAND40402	Poprocentation of Floments and	The Animation explains the	01 02 02 04 of the "Attes the
357	(5) Matter and energy. The student knows the differences between elements	(C) differentiate between elements and compounds on the most basic		TX2_USSAN010402	Compounds (TX2_USSAN010402)	differences between elements and	Q1-Q2-Q3-Q4 of the "After the Animation" section in the Question-
1	and compounds. The student is	level				compounds on the most basic level.	Answer Sheet ask students to
	expected to:					compounds on the most basic level.	differentiate between elements and
							compounds on the most basic level.
358	(5) Matter and energy. The student	(D) identify the formation of a new	(i) identify the formation	TX2_USSSM030101	Physical and Chemical Changes	In the Activity Object, students learn	Q1-Q2-Q4-Q5 of the Assessment in
1		substance by using the evidence of a	of a new substance by		(TX2_USSSM030101)	about identifying the formation of a	the Activity Object, as well as Q1-Q2-
1	and compounds. The student is	possible chemical change such as	using the evidence of a				
	expected to:	production of a gas, change in	possible chemical			of a chemical change.	Object " section of the Activity Sheet,
		temperature, production of a	change				ask students to identify the formation
		precipitate, or color change					of a new substance by using the
1							evidence of a possible chemical
L		1	l		1	1	change.

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 359	(5) Matter and energy. The student	(D) identify the formation of a new	(i) identify the formation	TX2 USSAN010401	Elements and Compounds	The Animation teaches students to	Q1 and Q2 in the "After the
555	knows the differences between elements		of a new substance by	172_000AN010401	(TX2_USSAN010401)	identify the formation of a new	Animation" section of the Question-
	and compounds. The student is	possible chemical change such as	using the evidence of a		(1/2_000/100001)		Answer Sheet assess students on
		production of a gas, change in	possible chemical			possible chemical change.	their ability to identify the formation of
		temperature, production of a	change			peccipie enernical enanger	a new substance by using the
		precipitate, or color change	onungo				evidence of a possible chemical
		F					change.
360	(6) Matter and energy. The student	(A) compare metals, nonmetals, and	(i) compare metals,	TX2_USSSM010703	Physical Properties and the Periodic	In the Activity Object, students	Q1-Q2-Q3-Q4-Q5 of the Assessment
	knows matter has physical properties	metalloids using physical properties	nonmetals, and		Table (TX2_USSSM010703)	compare metals, nonmetals, and	in the Activity Object ask students to
	that can be used for classification. The	such as luster, conductivity, or	metalloids using physical			metalloids using physical properties.	compare metals, nonmetals, and
	student is expected to:	malleability	properties				metalloids using physical properties.
361	(6) Matter and energy. The student	(A) compare metals, nonmetals, and	(i) compare metals,	TX2_USSSM010703	Physical Properties and the Periodic		Q2 of the "Doing the Activity" section
		metalloids using physical properties	nonmetals, and		Table (TX2_USSSM010703)		of the Activity Sheet, as well as Q1-
	that can be used for classification. The	such as luster, conductivity, or	metalloids using physical				Q2-Q3 of the "Thinking About the
	student is expected to:	malleability	properties				Activity Object" section of the Activity Sheet, ask students to compare
							metals, nonmetals, and metalloids
							using physical properties.
							using physical properties.
362	(6) Matter and energy. The student	(B) calculate density to identify an		TX2_USSXP010201	The Density of Marbles	In the Activity Object, students learn	Q4 and Q5 of the Assessment in the
1	knows matter has physical properties	unknown substance		_	(TX2_USSXP010201)	how to calculate density to identify an	Activity Object ask students to
	that can be used for classification. The					unknown substance.	calculate density to identify an
	student is expected to:						unknown substance.
363		(B) calculate density to identify an		TX2_USSSM030104	Physical Properties	In the Activity Object, students learn	Q3 and Q5 of the Assessment in the
	knows matter has physical properties	unknown substance			(TX2_USSSM030104)	how to calculate density to identify an	Activity Object require students to
	that can be used for classification. The					unknown substance.	know how to calculate density to
	student is expected to:						identify an unknown substance.
364	(6) Matter and energy. The student	(B) calculate density to identify an		TX2_USSSM030104	Physical Properties		Q1 of the "Doing the Activity Object"
364	knows matter has physical properties	unknown substance		172_055510050104	(TX2_USSSM030104)		section of the Activity Sheet assesses
	that can be used for classification. The	unknown substance			(172_033310030104)		students' ability to calculate density to
	student is expected to:						identify an unknown substance.
365	(6) Matter and energy. The student	(C) test the physical properties of	(i) test the physical	TX2_USSAN130214	Properties of Minerals	The Animation teaches students to	In the Activity Sheet, students are
	knows matter has physical properties	minerals, including hardness, color,	properties of minerals,		(TX2_USSAN130214)	test the physical properties of	assessed on their ability to test the
	that can be used for classification. The	luster, and streak	including hardness			minerals, including hardness.	physical properties of minerals,
	student is expected to:						including hardness.
366		(C) test the physical properties of	(i) test the physical	TX2_USSAN130214	Properties of Minerals	In the Lab Sheet, students learn	In the Lab Sheet, students are
		minerals, including hardness, color,	properties of minerals,		(TX2_USSAN130214)	about testing the physical properties	assessed on their ability to test the
	that can be used for classification. The	luster, and streak	including hardness			of minerals, including hardness.	physical properties of minerals,
367	student is expected to: (6) Matter and energy. The student	(C) test the physical properties of	(ii) toot the physical	TX2 USSAN130214	Properties of Minerals	The Animation teaches students to	including hardness. In the Activity Sheet, students are
307		(C) test the physical properties of minerals, including hardness, color,	(ii) test the physical properties of minerals,	172_055AN150214	(TX2_USSAN130214)	test the physical properties of	assessed on their ability to test the
		luster, and streak	including color		(172_033AN130214)	minerals, including color.	physical properties of minerals,
1	student is expected to:						including color.
368	(6) Matter and energy. The student	(C) test the physical properties of	(ii) test the physical	TX2_USSAN130214	Properties of Minerals	In the Lab Sheet, students learn	In the Lab Sheet, students are
	knows matter has physical properties	minerals, including hardness, color,	properties of minerals,		(TX2_USSAN130214)	about testing the physical properties	assessed on their ability to test the
	that can be used for classification. The	luster, and streak	including color			of minerals, including color.	physical properties of minerals,
	student is expected to:					-	including color.
369		(C) test the physical properties of	(iii) test the physical	TX2_USSAN130214	Properties of Minerals	The Animation teaches students to	In the Activity Sheet, students are
		minerals, including hardness, color,	properties of minerals,		(TX2_USSAN130214)	test the physical properties of	assessed on their ability to test the
	that can be used for classification. The	luster, and streak	including luster			minerals, including luster.	physical properties of minerals,
270	student is expected to:	(C) toot the physical properties of	(iii) toot the shusing!		Droportion of Minorala	In the Leh Cheet, students leave	including luster.
370	(6) Matter and energy. The student	(C) test the physical properties of	(iii) test the physical	TX2_USSAN130214	Properties of Minerals	In the Lab Sheet, students learn	In the Lab Sheet, students are
	knows matter has physical properties that can be used for classification. The	minerals, including hardness, color,	properties of minerals,		(TX2_USSAN130214)	about testing the physical properties	assessed on their ability to test the physical properties of minerals.
	student is expected to:	luster, and streak	including luster			of minerals, including luster.	including luster.
371	(6) Matter and energy. The student	(C) test the physical properties of	(iv) test the physical	TX2 USSAN130214	Properties of Minerals	The Animation teaches students to	In the Activity Sheet, students are
		minerals, including hardness, color,	properties of minerals,		(TX2_USSAN130214)	test the physical properties of	assessed on their ability to test the
	that can be used for classification. The	luster, and streak	including streak			minerals, including streak.	physical properties of minerals,
L	student is expected to:		- -				including streak.
372	(6) Matter and energy. The student	(C) test the physical properties of	(iv) test the physical	TX2_USSAN130214	Properties of Minerals	In the Lab Sheet, students learn	In the Lab Sheet, students are
1	knows matter has physical properties	minerals, including hardness, color,	properties of minerals,		(TX2_USSAN130214)	about testing the physical properties	assessed on their ability to test the
	that can be used for classification. The	luster, and streak	including streak			of minerals, including streak.	physical properties of minerals,
	student is expected to:					1	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	(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	(TX2_USSSM130304)	In the Activity Object, students research the advantages of using coal by planning an island's energy usage.	Q4 of the Assessment component bescription 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	(iiii) 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	(ïv) 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	(A) research and debate the	(v) research the	TX2_USSAN040102	The Impact of Energy Resources:	The Animation discusses the	Q1 and Q2 of the "After the
1001	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		Part II (TX2_USSAN040102)		Animation" section of the Activity
	resources are available on a nearly	using coal, oil, natural gas, nuclear	biomass			gg	Sheet ask students about the
	perpetual basis, while others can be	power, biomass, wind, hydropower,					advantages of using biomass energy.
	renewed over a relatively short period of	geothermal, and solar resources					5 5 5
	time. Some energy resources, once						
	depleted, are essentially nonrenewable.						
	The student is expected to:						
388	(7) Matter and energy. The student	(A) research and debate the	(v) research the	TX2_USSAN040102	The Impact of Energy Resources:	The Enrichment Sheet describes the	Q1 of the Enrichment Sheet asks
000	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		Part II (TX2_USSAN040102)	advantages and disadvantages of	students, based on their research, to
	resources are available on a nearly	using coal, oil, natural gas, nuclear	biomass		(,	using biomass energy and directs	describe the advantages of using
	perpetual basis, while others can be	power, biomass, wind, hydropower,				students to do additional research on	biomass.
	renewed over a relatively short period of	geothermal, and solar resources				the topic.	
	time. Some energy resources, once						
	depleted, are essentially nonrenewable.						
	The student is expected to:						
389	(7) Matter and energy. The student	(A) research and debate the	(vi) research the	TX2_USSSM040101	Renewable Energy Sources	In the Activity Object, students	Q4 of the Assessment in the Activity
	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		(TX2_USSSM040101)	research the advantages of using	Object asks students about the
	resources are available on a nearly	using coal, oil, natural gas, nuclear	wind			wind by planning an island's energy	advantages of wind.
	perpetual basis, while others can be	power, biomass, wind, hydropower,				usage.	
	renewed over a relatively short period of	geothermal, and solar resources					
	time. Some energy resources, once						
1	depleted, are essentially nonrenewable. The student is expected to:						
390	(7) Matter and energy. The student	(A) research and debate the	(vi) research the	TX2_USSSM040101	Renewable Energy Sources		Q3 of the "Doing the Activity" section
	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		(TX2_USSSM040101)		of the Activity Sheet, as well as Q1
	resources are available on a nearly	using coal, oil, natural gas, nuclear	wind				and Q2 of the "Thinking About the
	perpetual basis, while others can be	power, biomass, wind, hydropower,					Activity" section of the Activity Sheet,
	renewed over a relatively short period of time. Some energy resources, once	geothermal, and solar resources					ask students about the advantages
	depleted, are essentially nonrenewable.						and disadvantages of using wind power.
	The student is expected to:						ponoli
201	(7) Matter and energy The student	(A) research and dehote the	(vi) recearch the	TV2 LICCANIA20204	The Impact of Energy Becourses	The Animation explains the	In the Question Answer Sheet
391	(7) Matter and energy. The student knows that some of Earth's energy	(A) research and debate the advantages and disadvantages of	(vi) research the advantages of using	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
1	resources are available on a nearly	using coal, oil, natural gas, nuclear	wind		attr (172_033AN130304)	auvaniages of using wind energy.	the advantages of using wind.
	perpetual basis, while others can be	power, biomass, wind, hydropower,	WING				the advantages of using wind.
1	renewed over a relatively short period of	geothermal, and solar resources					
	time. Some energy resources, once	,					
	depleted, are essentially nonrenewable.						
	The student is expected to:						
392	(7) Matter and energy. The student	(A) research and debate the	(vi) research the	TX2_USSAN130304	The Impact of Energy Resources:	The Enrichment Sheet explains the	In the Enrichment Sheet, students are
	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		Part I (TX2_USSAN130304)	advantages and disadvantages of	asked a question in which they use
	resources are available on a nearly	using coal, oil, natural gas, nuclear	wind			using wind as an energy source and	their research to answer a question
	perpetual basis, while others can be	power, biomass, wind, hydropower,				directs students to do further research	about the advantages of using wind.
	renewed over a relatively short period of	geothermal, and solar resources				on the topic.	
	time. Some energy resources, once						
	depleted, are essentially nonrenewable. The student is expected to:						
393	(7) Matter and energy. The student	(A) research and debate the	(vi) research the	TX2_USSAN130304	The Impact of Energy Resources:	The Investigation Sheet explains the	In the Investigation Sheet, students
	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		Part I (TX2_USSAN130304)	advantages of using wind as energy	are asked a question in which they
	resources are available on a nearly	using coal, oil, natural gas, nuclear	wind			source and directs students to do	use their research to answer a
	perpetual basis, while others can be renewed over a relatively short period of	power, biomass, wind, hydropower,				further research on the topic.	question about the advantages of
	time. Some energy resources, once	geothermal, and solar resources					using wind.
	depleted, are essentially nonrenewable.						
	The student is expected to:						

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
# 394	(7) Matter and energy. The student	(A) research and debate the	(vii) research the	TX2 USSAN130304	The Impact of Energy Resources:	The Animation discusses the	Q3 in the "After the Animation"
1	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		Part I (TX2 USSAN130304)	advantages of using hydropower	section of the Question-Answer Sheet
	resources are available on a nearly	using coal, oil, natural gas, nuclear	hydropower			energy.	asks students a question about the
	perpetual basis, while others can be	power, biomass, wind, hydropower,					advantages of using hydropower.
	renewed over a relatively short period of	geothermal, and solar resources					
	time. Some energy resources, once						
	depleted, are essentially nonrenewable.						
	The student is expected to:						
395	(7) Matter and energy. The student	(A) research and debate the	(vii) research the	TX2 USSAN130304	The Impact of Energy Resources:	The Enrichment Sheet explains the	Q3 of the Enrichment Sheet asks
	knows that some of Earth's energy	advantages and disadvantages of	advantages of using	-	Part I (TX2_USSAN130304)	advantages of using hydropower	students, through using their
	resources are available on a nearly	using coal, oil, natural gas, nuclear	hydropower			energy and directs students to	research, to discuss the advantages
	perpetual basis, while others can be	power, biomass, wind, hydropower,				research about using hydropower	and disadvantages of using
		geothermal, and solar resources				energy.	hydropower.
	time. Some energy resources, once						
	depleted, are essentially nonrenewable.						
	The student is expected to:						
396	(7) Matter and energy. The student	(A) research and debate the	(viii) research the	TX2_USSSM040101	Renewable Energy Sources	In the Activity Object, students	Q5 of the Assessment in the Activity
1	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		(TX2_USSSM040101)	research the advantages of using	Object asks students about the
	resources are available on a nearly	using coal, oil, natural gas, nuclear	geothermal [resources]			geothermal resources by planning an	advantages of using geothermal
	perpetual basis, while others can be	power, biomass, wind, hydropower,				island's energy usage.	resources.
	renewed over a relatively short period of time. Some energy resources, once	geothermal, and solar resources					
	depleted, are essentially nonrenewable.						
	The student is expected to:						
397	(7) Matter and energy. The student	(A) research and debate the	(viii) research the	TX2_USSSM040101	Renewable Energy Sources		Q3 of the "Doing the Activity" section
	knows that some of Earth's energy resources are available on a nearly	advantages and disadvantages of using coal, oil, natural gas, nuclear	advantages of using geothermal [resources]		(TX2_USSSM040101)		of the Activity Sheet, as well as Q1 and Q2 of the "Thinking About the
	perpetual basis, while others can be	power, biomass, wind, hydropower,	geotriennar [resources]				Activity" section of the Activity Sheet,
		geothermal, and solar resources					ask students about the advantages
	time. Some energy resources, once						and disadvantages of using
	depleted, are essentially nonrenewable.						geothermal energy.
	The student is expected to:						
398	(7) Matter and energy. The student	(A) research and debate the	(viii) research the	TX2_USSAN040102	The Impact of Energy Resources:	The Animation discusses the	Q3 in the "After the Animation"
	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		Part II (TX2_USSAN040102)	advantages of using geothermal	section of the Question-Answer Sheet
	resources are available on a nearly	using coal, oil, natural gas, nuclear	geothermal [resources]			resources.	asks students about the advantages
	perpetual basis, while others can be	power, biomass, wind, hydropower,					of using geothermal energy.
		geothermal, and solar resources					
	time. Some energy resources, once						
	depleted, are essentially nonrenewable. The student is expected to:						
399	(7) Matter and energy. The student	(A) research and debate the	(viii) research the	TX2_USSAN040102	The Impact of Energy Resources:	The Enrichment Sheet explains the	Q2 and Q3 of the Enrichment Sheet
	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		Part II (TX2_USSAN040102)	advantages of using geothermal	ask students about the advantages
	resources are available on a nearly perpetual basis, while others can be	using coal, oil, natural gas, nuclear power, biomass, wind, hydropower,	geothermal [resources]			energy and directs students to perform additional research on the	and disadvantages of using geothermal energy.
		geothermal, and solar resources				topic.	goonennai energy.
	time. Some energy resources, once					iop.o.	
	depleted, are essentially nonrenewable.						
	The student is expected to:						
400	(7) Matter and energy. The student	(A) research and debate the	(ix) research the	TX2_USSSM130301	Solar Energy: Designing a Solar Car	In the Activity Object, students	Q1 in the Assessment of the Activity
	knows that some of Earth's energy	advantages and disadvantages of	advantages of using		(TX2_USSSM130301)	research the advantages of using	Object asks students about the
	resources are available on a nearly	using coal, oil, natural gas, nuclear	solar resources		· - /	solar resources by designing a solar	advantages of using solar resources.
	perpetual basis, while others can be	power, biomass, wind, hydropower,				car.	-
		geothermal, and solar resources					
	time. Some energy resources, once						
	depleted, are essentially nonrenewable.						
	The student is expected to:						
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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	(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
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.

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time. Some energy resources, once depleted, are essentially nonrenewable.							usage.	
depleted, are essentially nonrenewable.			geomermal, and solar resources					
The student is expected to:		The student is expected to:						

#	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	(A) research and debate the	(xvii) research the	TX2 USSAN040102	The Impact of Energy Resources:	The Animation discusses the	Q3 of the "After the Animation"
120	knows that some of Earth's energy	advantages and disadvantages of	disadvantages of using		Part II (TX2_USSAN040102)	disadvantages of using geothermal	section of the Question-Answer Sheet
	resources are available on a nearly	using coal, oil, natural gas, nuclear	geothermal [resources]			resources.	asks students about the
	perpetual basis, while others can be	power, biomass, wind, hydropower,	J				disadvantages of using geothermal
	renewed over a relatively short period of	geothermal, and solar resources					energy.
	time. Some energy resources, once						
	depleted, are essentially nonrenewable.						
	The student is expected to:						
430	(7) Matter and energy. The student	(A) research and debate the	(xvii) research the	TX2 USSAN040102	The Impact of Energy Resources:	The Enrichment Sheet explains the	Q2 and Q3 of the Enrichment Sheet
430	knows that some of Earth's energy	advantages and disadvantages of	disadvantages of using	172_000AN040102	Part II (TX2_USSAN040102)	disadvantages of using geothermal	ask students, through their research,
	resources are available on a nearly	using coal, oil, natural gas, nuclear	geothermal [resources]			energy and directs students to	to describe the advantages and
	perpetual basis, while others can be	power, biomass, wind, hydropower,	g[]			conduct additional research on the	disadvantages of using geothermal
		geothermal, and solar resources				topic.	energy.
	time. Some energy resources, once						
	depleted, are essentially nonrenewable.						
	The student is expected to:						
431	(7) Matter and energy. The student	(A) research and debate the	(xviii) research the	TX2 USSSM130301	Solar Energy: Designing a Solar Car	In the Activity Object, students	Q1 in the Assessment of the Activity
-	knows that some of Earth's energy	advantages and disadvantages of	disadvantages of using		(TX2_USSSM130301)	research the advantages and	Object asks students to describe the
	resources are available on a nearly	using coal, oil, natural gas, nuclear	solar resources		,	disadvantages of using solar	disadvantages of using solar
	perpetual basis, while others can be	power, biomass, wind, hydropower,				resources by designing a solar car.	resources.
		geothermal, and solar resources					
	time. Some energy resources, once						
	depleted, are essentially nonrenewable.						
	The student is expected to:						
432	(7) Matter and energy. The student	(A) research and debate the	(xviii) research the	TX2_USSSM130301	Solar Energy: Designing a Solar Car		Q1 of the "Doing the Activity" section
	knows that some of Earth's energy	advantages and disadvantages of	disadvantages of using		(TX2_USSSM130301)		of the Activity Sheet, as well as Q1
	resources are available on a nearly	using coal, oil, natural gas, nuclear	solar resources				and Q2 of the "Thinking About the
	perpetual basis, while others can be	power, biomass, wind, hydropower,					Activity" section of the Activity Sheet,
		geothermal, and solar resources					ask students about the advantages
	time. Some energy resources, once						and disadvantages of using solar
	depleted, are essentially nonrenewable.						energy.
	The student is expected to:						
433	(7) Matter and energy. The student	(A) research and debate the	(xviii) research the	TX2_USSSM040101	Renewable Energy Sources	In the Activity Object, students	Q3 of the "Doing the Activity" section
	knows that some of Earth's energy	advantages and disadvantages of	disadvantages of using		(TX2_USSSM040101)	research the disadvantages of using	of the Activity Sheet, as well as Q1
	resources are available on a nearly	using coal, oil, natural gas, nuclear	solar resources			solar resources by planning an	and Q2 of the "Doing the Activity"
	perpetual basis, while others can be	power, biomass, wind, hydropower,				island's energy usage.	section of the Activity Sheet, ask
		geothermal, and solar resources					students about the advantages and
	time. Some energy resources, once						disadvantages of using solar energy
	depleted, are essentially nonrenewable. The student is expected to:						resources.
							<u> </u>
434	(7) Matter and energy. The student	(A) research and debate the	(xviii) research the	TX2_USSAN040102	The Impact of Energy Resources:	The Animation explains the	Q4 of the "After the Animation"
	knows that some of Earth's energy	advantages and disadvantages of	disadvantages of using		Part II (TX2_USSAN040102)	disadvantages of solar resources.	section of the Question-Answer Sheet
	resources are available on a nearly	using coal, oil, natural gas, nuclear	solar resources				asks students to describe the
	perpetual basis, while others can be renewed over a relatively short period of	power, biomass, wind, hydropower, geothermal, and solar resources					disadvantages of using solar energy
	time. Some energy resources, once	geomermal, and solar resources					resources.
	depleted, are essentially nonrenewable.						
	The student is expected to:						
435	(7) Matter and energy The student	(A) response and departs the	(vujiii) recearch the	TY2 LISSANDADAD2	The Impact of Energy Descures:	The Enrichment Sheet evolution	Q4 of the Enrichment Sheet asks
435	(7) Matter and energy. The student knows that some of Earth's energy	(A) research and debate the advantages of	(xviii) research the disadvantages of using	TX2_USSAN040102	The Impact of Energy Resources: Part II (TX2 USSAN040102)	The Enrichment Sheet explains advantages of using solar resources	students to explain, through their
	resources are available on a nearly	using coal, oil, natural gas, nuclear	solar resources			and directs students to conduct	research, the advantages and
	perpetual basis, while others can be	power, biomass, wind, hydropower,	0000100000000			additional research about using solar	disadvantages of using solar energy.
		geothermal, and solar resources				energy.	aloua variagoo or abing bolar oriergy.
	time. Some energy resources, once						
1	depleted, are essentially nonrenewable.						
	The student is expected to:						
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#	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	(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	(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
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
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)	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)	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)	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.	Assessment component pesciphon
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
	(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.
	(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.
	(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.
	(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.
	(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.
	(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.
	(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.
	(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.
	(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		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.
	(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		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.
	(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.	

#	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	
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.	
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)	is affected by unbalanced forces, when friction exists, and the factors that affect friction.	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.	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.	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	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	(E) investigate how inclined planes	(ii) investigate how	TX2 USSAN090202	Movable Pulleys	The Animation investigates how	Q1-Q2-Q3-Q4-Q5 of the "After the
505	student knows force and motion are	and pulleys can be used to change	pulleys can be used to	TA2_000AN030202	(TX2_USSAN090202)	pulleys can be used to change the	Animation" section in the Question-
	related to potential and kinetic energy.				(1/12_000/11030202)	amount of force to move an object	Answer Sheet ask students about
	The student is expected to:		force to move an object				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	(E) investigate how inclined planes	(ii) investigate how	TX2 USSAN090205	Input and Output Forces on Pulleys	The Animation investigates how	The Question-Answer Sheet asks
000	student knows force and motion are	and pulleys can be used to change	pulleys can be used to	1712_0007.11000200	(TX2_USSAN090205)	pulleys can be used to change the	students about their investigations
	related to potential and kinetic energy.				(1/12_000/11/000200)	amount of force to move an object	into how pulleys can be used to
	The student is expected to:		force to move an object				change the amount of force to move
							an object.
507	(9) Force, motion, and energy. The	(A) investigate methods of thermal	(i) investigate methods	TX2_USSXP040201	Heat Conduction	In the Activity Object, students	Q1-Q2-Q3-Q4-Q5 in the Assessment
	student knows that the Law of	energy transfer, including conduction,	of thermal energy		(TX2_USSXP040201)	investigate methods of thermal	in the Activity Object ask students
	Conservation of Energy states that	convection, and radiation	transfer, including		(,		about their investigations into the
	energy can neither be created nor	,	conduction				methods of thermal energy transfer,
	destroyed, it just changes form. The						including conduction.
	student is expected to:						e
508	(9) Force, motion, and energy. The	(A) investigate methods of thermal	(i) investigate methods	TX2_USSSM040107	Heat Conduction of Different Materials	In the Activity Object, students	Q1-Q2-Q3-Q4-Q5 in the Assessment
	student knows that the Law of	energy transfer, including conduction,	of thermal energy		(TX2_USSSM040107)	investigate methods of thermal	in the Activity Object ask students
	Conservation of Energy states that	convection, and radiation	transfer, including		,	energy transfer, including conduction,	about their investigations into the
	energy can neither be created nor		conduction			by identifying heat conduction of	methods of thermal energy transfer,
	destroyed, it just changes form. The					different materials.	including conduction.
	student is expected to:						
509	(9) Force, motion, and energy. The	(A) investigate methods of thermal	(i) investigate methods	TX2_USSAN040202	Conduction, Convection, and	The Animation investigates methods	Q1 of the "After the Animation"
	student knows that the Law of	energy transfer, including conduction,	of thermal energy		Radiation (TX2_USSAN040202)	of thermal energy transfer, including	section of the Question-Answer Sheet
	Conservation of Energy states that	convection, and radiation	transfer, including			conduction.	asks students about their
	energy can neither be created nor		conduction				investigations into the methods of
	destroyed, it just changes form. The						thermal energy transfer, including
	student is expected to:						conduction.
510	(9) Force, motion, and energy. The	(A) investigate methods of thermal	(i) investigate methods	TX2_USSAN040202	Conduction, Convection, and		Q1 and Q3 of the Enrichment Sheet
	student knows that the Law of	energy transfer, including conduction,	of thermal energy		Radiation (TX2_USSAN040202)		ask students about their
	Conservation of Energy states that	convection, and radiation	transfer, including				investigations into the methods of
	energy can neither be created nor		conduction				thermal energy transfer, including
	destroyed, it just changes form. The						conduction.
	student is expected to:			TV0. 11000010.00000			
511	(9) Force, motion, and energy. The	(A) investigate methods of thermal	(i) investigate methods	TX2_USSSM040203	Heat Transfer in a Truck Engine	In the Activity Object, students	The Activity Object asks students
	student knows that the Law of	energy transfer, including conduction,	of thermal energy		(TX2_USSSM040203)	investigate methods of thermal	about their investigations into the
	Conservation of Energy states that	convection, and radiation	transfer, including			energy transfer, including the	methods of thermal energy transfer,
	energy can neither be created nor		conduction			identification of heat conduction in a	including heat conduction in a truck
	destroyed, it just changes form. The					truck engine.	engine.
512	student is expected to: (9) Force, motion, and energy. The	(A) investigate methods of thermal	(ii) investigate methods	TX2 USSAN040202	Conduction, Convection, and	The Animation investigates methods	Q3 of the "After the Animation"
512	student knows that the Law of	energy transfer, including conduction,	of thermal energy	172_033AN040202	Radiation (TX2_USSAN040202)	of thermal energy transfer, including	section of the Question-Answer Sheet
	Conservation of Energy states that	convection, and radiation	transfer, including		Radiation (172_033AN040202)	convection.	asks students about their
	energy can neither be created nor		convection			convection.	investigations into the methods of
	destroyed, it just changes form. The		convection				thermal energy transfer, including
	student is expected to:						convection.
513	(9) Force, motion, and energy. The	(A) investigate methods of thermal	(ii) investigate methods	TX2 USSAN040202	Conduction, Convection, and	The Enrichment Sheet investigates	Q4 of the Enrichment Sheet asks
0.0	student knows that the Law of	energy transfer, including conduction,	of thermal energy	000,	Radiation (TX2_USSAN040202)	methods of thermal energy transfer,	students about their investigations
	Conservation of Energy states that	convection, and radiation	transfer, including			including convection.	into the methods of thermal energy
	energy can neither be created nor		convection			and a second sec	transfer, including convection.
	destroyed, it just changes form. The						sector, moleculty convolution.
	student is expected to:						
514	(9) Force, motion, and energy. The	(A) investigate methods of thermal	(iii) investigate methods	TX2 USSAN040202	Conduction, Convection, and	The Animation investigates methods	Q2 and Q4 of the "After the
<u> </u>	student knows that the Law of	energy transfer, including conduction,	of thermal energy		Radiation (TX2_USSAN040202)	of thermal energy transfer, including	Animation" section of the Question-
	Conservation of Energy states that	convection, and radiation	transfer, including			radiation.	Answer Sheet ask students about
	energy can neither be created nor		radiation				their investigations into the methods
	destroyed, it just changes form. The						of thermal energy transfer, including
	student is expected to:						radiation.
515	(9) Force, motion, and energy. The	(A) investigate methods of thermal	(iii) investigate methods	TX2_USSAN040202	Conduction, Convection, and	The Enrichment Sheet investigates	Q2 of the Enrichment Sheet asks
0.0	student knows that the Law of	energy transfer, including conduction,	of thermal energy	000,	Radiation (TX2_USSAN040202)	methods of thermal energy transfer,	students about their investigations
	Conservation of Energy states that	convection, and radiation	transfer, including			including radiation.	into the methods of thermal energy
	energy can neither be created nor		radiation				transfer, including radiation.
	destroyed, it just changes form. The						
	student is expected to:						
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#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
	(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.
	(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.
	(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 		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
	(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.
	(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.
	(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	 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)	through investigations that thermal	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.
	(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.
	(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.
	(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)		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	() · · · · · · · · · · · · · · · · · ·	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	(B) classify rocks as metamorphic,		TX2_USSSM130201	The Rock Cycle		Q1-Q2-Q3 of the "Doing the Activity"
	understands the structure of Earth, the rock cycle, and plate tectonics. The student is expected to:	igneous, or sedimentary by the processes of their formation			(TX2_USSSM130201)		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		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	(C) identify the major tectonic plates,	(iii) identify the major	TX2 USSSM130104	Plate Tectonics: The Himalayas	In the Activity Object, students identify	Assessment Component Description
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		(TX2_USSSM130104)	the major tectonic plates, including	
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	Indo-Australian			Indo-Australian.	
	student is expected to:	and South American					
549	(10) Earth and space. The student	(C) identify the major tectonic plates,	(iii) identify the major	TX2_USSSM130109	Pangaea: Image of Earth 250 Million	In the Activity Object, students identify	
	understands the structure of Earth, the rock cycle, and plate tectonics. The	including Eurasian, African, Indo- Australian, Pacific, North American,	tectonic plates, including Indo-Australian		Years Ago (TX2_USSSM130109)	the major tectonic plates, including Indo-Australian.	
	student is expected to:	and South American	indo-Australian			indo-Australian.	
550	(10) Earth and space. The student	(C) identify the major tectonic plates,	(iv) identify the major	TX2 USSSM130105	Plate Tectonics: The Atlantic Ocean	In the Activity Object, students identify	Q1 of the "Thinking About the Activity
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		(TX2_USSSM130105)	the major tectonic plates, including	Object" section of the Activity Sheet
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	Pacific			Pacific.	asks students to identify the major
	student is expected to:	and South American					tectonic plates, including Pacific.
551	(10) Earth and space. The student	(C) identify the major tectonic plates,	(iv) identify the major	TX2_USSAN130101	Tectonic Plates	The Animation identifies the major	Q3 of the "After the Animation"
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		(TX2_USSAN130101)	tectonic plates, including Pacific.	section in the Question-Answer Sheet
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	Pacific				asks students to identify all major
	student is expected to:	and South American					tectonic plates, including Pacific.
552	(10) Earth and space. The student	(C) identify the major tectonic plates,	(iv) identify the major	TX2 USSSM130103	Plate Tectonics: The Hawaiian Islands	In the Activity Object, students identify	
002	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		(TX2_USSSM130103)	the major tectonic plates, including	
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	Pacific			Pacific.	
	student is expected to:	and South American					
553	(10) Earth and space. The student	(C) identify the major tectonic plates,	(iv) identify the major	TX2_USSSM130104	Plate Tectonics: The Himalayas	In the Activity Object, students identify	
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		(TX2_USSSM130104)	the major tectonic plates, including	
	rock cycle, and plate tectonics. The student is expected to:	Australian, Pacific, North American, and South American	Pacific			Pacific.	
554	(10) Earth and space. The student	(C) identify the major tectonic plates,	(iv) identify the major	TX2 USSSM130109	Pangaea: Image of Earth 250 Million	In the Activity Object, students identify	
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		Years Ago (TX2_USSSM130109)	the major tectonic plates, including	
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	Pacific			Pacific.	
	student is expected to:	and South American					
555	(10) Earth and space. The student	(C) identify the major tectonic plates,	(v) identify the major	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean		Q1 of the "Thinking About the Activity
	understands the structure of Earth, the rock cycle, and plate tectonics. The	including Eurasian, African, Indo- Australian, Pacific, North American,	tectonic plates, including North American		(TX2_USSSM130105)	the major tectonic plates, including North American.	Object" section of the Activity Sheet asks students to identify the major
	student is expected to:	and South American	North American			North American.	tectonic plates, including North
							American.
556	(10) Earth and space. The student	(C) identify the major tectonic plates,	(v) identify the major	TX2_USSAN130101	Tectonic Plates	The Animation identifies the major	Q3 of the "After the Animation"
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		(TX2_USSAN130101)	tectonic plates, including North	section in the Question-Answer Sheet
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	North American			American.	asks students to identify all major
	student is expected to:	and South American					tectonic plates, including North American.
557	(10) Earth and space. The student	(C) identify the major tectonic plates,	(v) identify the major	TX2 USSSM130103	Plate Tectonics: The Hawaiian Islands	In the Activity Object, students identify	American.
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		(TX2_USSSM130103)	the major tectonic plates, including	
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	North American			North American.	
	student is expected to:	and South American					
558	(10) Earth and space. The student understands the structure of Earth, the	(C) identify the major tectonic plates,	(v) identify the major tectonic plates, including	TX2_USSSM130104	Plate Tectonics: The Himalayas (TX2_USSSM130104)	In the Activity Object, students identify	
	rock cycle, and plate tectonics. The	including Eurasian, African, Indo- Australian, Pacific, North American.	North American		(1/2_0333//130104)	the major tectonic plates, including North American.	
	student is expected to:	and South American	North American			North American.	
559	(10) Earth and space. The student	(C) identify the major tectonic plates,	(v) identify the major	TX2_USSSM130109	Pangaea: Image of Earth 250 Million	In the Activity Object, students identify	
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		Years Ago (TX2_USSSM130109)	the major tectonic plates, including	
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	North American			North American.	
560	student is expected to:	and South American	(vi) identify the major	TX2 USSSM130105	Plate Tectonics: The Atlantic Ocean	In the Activity Object, students identify	O1 of the "Thinking About the Activity
560	(10) Earth and space. The student understands the structure of Earth, the	(C) identify the major tectonic plates, including Eurasian, African, Indo-	tectonic plates, including	172_00001130105	(TX2_USSSM130105)	the major tectonic plates, including	Object" section of the Activity Sheet
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	South American			South American.	asks students to identify the major
	student is expected to:	and South American					tectonic plates, including South
501			A children Children Children		Testesia Distan	The Asian field file of the	American.
561	(10) Earth and space. The student understands the structure of Earth, the	(C) identify the major tectonic plates, including Eurasian, African, Indo-	(vi) identify the major tectonic plates, including	TX2_USSAN130101	Tectonic Plates	The Animation identifies the major tectonic plates, including South	Q3 of the "After the Animation" section in the Question-Answer Sheet
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	South American		(TX2_USSAN130101)	American.	asks students to identify all major
	student is expected to:	and South American	Could Amonoan			, monoull.	tectonic plates, including South
							American.
562	(10) Earth and space. The student	(C) identify the major tectonic plates,	(vi) identify the major	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands		
	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		(TX2_USSSM130103)	the major tectonic plates, including	
	rock cycle, and plate tectonics. The student is expected to:	Australian, Pacific, North American, and South American	South American			South American.	
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# 563	TEKS (Knowledge and Skills)	Student Expectation	Breakout (vi) identify the major	Item Number TX2 USSSM130104	Component	Learning Component Description In the Activity Object, students identify	Assessment Component Description
203	(10) Earth and space. The student understands the structure of Earth, the	(C) identify the major tectonic plates,	tectonic plates, including	—	Plate Tectonics: The Himalayas	the major tectonic plates, including	
	rock cycle, and plate tectonics. The	including Eurasian, African, Indo- Australian, Pacific, North American,	South American		(TX2_USSSM130104)	South American.	
	student is expected to:	and South American	South American			South American.	
564	(10) Earth and space. The student	(C) identify the major tectonic plates,	(vi) identify the major	TX2_USSSM130109	Pangaea: Image of Earth 250 Million	In the Activity Object, students identify	
504	understands the structure of Earth, the	including Eurasian, African, Indo-	tectonic plates, including		Years Ago (TX2_USSSM130109)	the major tectonic plates, including	
	rock cycle, and plate tectonics. The	Australian, Pacific, North American,	South American			South American.	
	student is expected to:	and South American	o o u an r an o nou an				
565	(10) Earth and space. The student	(D) describe how plate tectonics	(i) describe how plate	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean	The Activity Object describes how	Q2-Q3-Q4-Q5 of the Assessment in
	understands the structure of Earth, the	causes major geological events such	tectonics causes major	_	(TX2_USSSM130105)	plate tectonics causes major	the Activity Object assess students'
	rock cycle, and plate tectonics. The	as ocean basins, earthquakes,	geological events			geological events such as the	ability to describe how plate tectonics
	student is expected to:	volcanic eruptions, and mountain				formation of the Atlantic Ocean.	causes major geological events
		building					
566	(10) Earth and space. The student	(D) describe how plate tectonics	(i) describe how plate	TX2_USSSM130105	Plate Tectonics: The Atlantic Ocean		Q1-Q2-Q3 of the "Doing the Activity
	understands the structure of Earth, the	causes major geological events such	tectonics causes major		(TX2_USSSM130105)		Object" section of the Activity Sheet,
	rock cycle, and plate tectonics. The	as ocean basins, earthquakes,	geological events				as well as Q1-Q2-Q3 of the "Thinking
	student is expected to:	volcanic eruptions, and mountain					About the Activity Object" section of
		building					the Activity Sheet, ask students to
							describe how plate tectonics causes
							major geological events.
567	(10) Earth and space. The student	(D) describe how plate tectonics	(i) describe how plate	TX2 USSSM130103	Plate Tectonics: The Hawaiian Islands	The Activity Object describes how	Q1-Q2-Q3-Q4-Q5 of the Assessment
507	understands the structure of Earth, the	causes major geological events such	tectonics causes major	172_03330130103	(TX2_USSSM130103)	plate tectonics causes major	in the Activity Object assess students'
	rock cycle, and plate tectonics. The	as ocean basins, earthquakes,	geological events		(1/2_00001130103)	geological events such as the	ability to describe how plate tectonics
	student is expected to:	volcanic eruptions, and mountain	goological overno			formation of the Hawaiian Islands.	causes major geological events
		building					eaucee major geological evente
568	(10) Earth and space. The student	(D) describe how plate tectonics	(i) describe how plate	TX2_USSSM130103	Plate Tectonics: The Hawaiian Islands		Q1-Q2-Q3 of the "Doing the Activity
	understands the structure of Earth, the	causes major geological events such	tectonics causes major		(TX2_USSSM130103)		Object" section of the Activity Sheet,
	rock cycle, and plate tectonics. The	as ocean basins, earthquakes,	geological events				as well as Q1-Q2 of the "Thinking
	student is expected to:	volcanic eruptions, and mountain					About the Activity Object" section of
		building					the Activity Sheet, ask students to
							describe how plate tectonics causes
							major geological events.
569	(40) Forth and anone. The student	(D) describe how plate testaries	(i) deseribe beuurlete	TX2 USSSM130104	Dieto Testorias, The Llinelause	The Activity Object describes how	Q1-Q2-Q3-Q4-Q5 of the Assessment
269	(10) Earth and space. The student understands the structure of Earth, the	(D) describe how plate tectonics causes major geological events such	(i) describe how plate tectonics causes major	172_055510130104	Plate Tectonics: The Himalayas	The Activity Object describes how plate tectonics causes major	in the Activity Object assess students'
	rock cycle, and plate tectonics. The	as ocean basins, earthquakes,	geological events		(TX2_USSSM130104)	geological events such as the	ability to describe how plate tectonics
	student is expected to:	volcanic eruptions, and mountain	geological events			formation of the Himalayas.	causes major geological events.
	siddeni is expected to.	building				ionnation of the minalayas.	causes major geological events.
570	(10) Earth and space. The student	(D) describe how plate tectonics	(i) describe how plate	TX2_USSSM130104	Plate Tectonics: The Himalayas		Q1-Q2-Q3 of the "Doing the Activity
	understands the structure of Earth, the	causes major geological events such	tectonics causes major		(TX2_USSSM130104)		Object" section of the Activity Sheet,
	rock cycle, and plate tectonics. The	as ocean basins, earthquakes,	geological events		· _ /		as well as Q1-Q2 of the "Thinking
	student is expected to:	volcanic eruptions, and mountain					About the Activity Object" section of
		building					the Activity Sheet, ask students to
							describe how plate tectonics causes
							major geological events.
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571	(10) Earth and space. The student	(D) describe how plate tectonics	(i) describe how plate	TX2_USSSM130109	Pangaea: Image of Earth 250 Million	The Activity Object describes how	
	understands the structure of Earth, the	causes major geological events such	tectonics causes major		Years Ago (TX2_USSSM130109)	plate tectonics causes major	
	rock cycle, and plate tectonics. The	as ocean basins, earthquakes,	geological events			geological events.	
	student is expected to:	volcanic eruptions, and mountain building					
572	(10) Earth and space. The student	(D) describe how plate tectonics	(i) describe how plate	TX2 USSSM180103	Analysis of Fossil Evidence	The Activity Object presents data	
512	understands the structure of Earth, the	causes major geological events such	tectonics causes major	172_0000m100100	(TX2_USSSM180103)	about fossils found in a certain area	
		as ocean basins, earthquakes,	geological events			and examines the evidence to	
	student is expected to:	volcanic eruptions, and mountain	3- 5.09.00. 0100110			support various explanations about	
		building				the animals who lived in the area.	
573	(11) Earth and space. The student	(A) describe the physical properties,	(i) describe the physical	TX2_USSAN150114	The Sun: Structure of our Star	The Animation describes the physical	
		locations, and movements of the Sun,			(TX2_USSAN150114)	properties/structure of the sun.	Animation" section in the Question-
	system and the relationships among the	planets, Galilean moons, meteors,					Answer Sheet ask students about the
	various bodies that comprise it. The	asteroids, and comets					physical properties of the sun.
	student is expected to:						

#	TEKS (Knowledge and Skills)	Student Expectation	Breakout	Item Number	Component	Learning Component Description	Assessment Component Description
	(11) Earth and space. The student	(A) describe the physical properties,	(i) describe the physical	TX2_USSAN150103	The Sun: Our Closest Star	The Animation describes the physical	Q1-Q2 of the "After the Animation"
	understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	locations, and movements of the Sun, planets, Galilean moons, meteors, asteroids, and comets	properties of the Sun		(TX2_USSAN150103)	properties of the sun.	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		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)		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 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,	(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		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		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	,	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	,	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		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	understands the organization of our solar system and the relationships among the	(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	understands the organization of our solar system and the relationships among the	(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	understands the organization of our solar system and the relationships among the	(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	understands the organization of our solar system and the relationships among the	(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	understands the organization of our solar system and the relationships among the	(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	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	understands the organization of our solar system and the relationships among the	(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	understands the organization of our solar system and the relationships among the various bodies that comprise it. The student is expected to:	of equipment and transportation needed for space travel	 (iii) describe the future of space exploration, including the types of equipment needed for space travel 			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	understands the organization of our solar system and the relationships among the	(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	(C) describe the history and future of	(iv) describe the future	TX2_USSSM150211	Technologies Used in Space	The Enrichment Sheet further details	The Enrichment Sheet assesses
021	understands the organization of our solar	space exploration, including the types	of space exploration,	00000W100211	Exploration (TX2_USSSM150211)	the future of space exploration,	students on their ability to describe
	system and the relationships among the	of equipment and transportation	including the types of			including the types of equipment that	the future of space exploration,
	various bodies that comprise it. The	needed for space travel	transportation needed			may be needed, or used, for future	including the types of equipment that
		needed for space travel					
	student is expected to:		for space travel			space travel.	may be needed, or used, for future
				T)(0, 1, 100, 00, 1, 100, 1, 05			space travel.
628	(12) Organisms and environments. The	(A) understand that all organisms are		TX2_USSSM160105	Cell Theory and Cell Types (TX2 USSSM160105)	The Activity Object teaches students	Q1 and Q2 of the Assessment in the
	student knows all organisms are	composed of one or more cells			(172_05551/160105)	an understanding that all organisms	Activity Object test students on their
	classified into Domains and Kingdoms.					are composed of one or more cells.	ability to understand that all
	Organisms within these taxonomic						organisms are composed of one or
	groups share similar characteristics						more cells.
	which allow them to interact with the						
	living and nonliving parts of their						
	ecosystem. The student is expected to:						
629	(12) Organisms and environments. The	(A) understand that all organisms are		TX2 USSSM160105	Cell Theory and Cell Types		Q1 and Q2 of the "Doing the Activity
025	student knows all organisms are	composed of one or more cells		17/2_000000100100	(TX2_USSSM160105)		Object" section of the Activity Sheet
	classified into Domains and Kingdoms.	composed of one of more cens			(1/2_0000/000)		test students on their ability to
	Organisms within these taxonomic						understand that all organisms are
	groups share similar characteristics						composed of one or more cells.
	which allow them to interact with the						composed of one of more cells.
	living and nonliving parts of their						
	ecosystem. The student is expected to:						
630	(12) Organisms and environments. The	(B) recognize that the presence of a		TX2_USSSM160105	Cell Theory and Cell Types	The Activity Object teaches students	Q3 and Q4 of the Assessment in the
	student knows all organisms are	nucleus determines whether a cell is			(TX2_USSSM160105)	to recognize that the presence of a	Activity Object require students to
	classified into Domains and Kingdoms.	prokaryotic or eukaryotic			· _ /	nucleus determines whether a cell is	recognize that the presence of a
	Organisms within these taxonomic					prokaryotic or eukaryotic.	nucleus determines whether a cell is
	groups share similar characteristics						prokaryotic or eukaryotic.
	which allow them to interact with the						
	living and nonliving parts of their						
	ecosystem. The student is expected to:						
631	(12) Organisms and environments. The	(B) recognize that the presence of a		TX2_USSSM160105	Cell Theory and Cell Types		Q2 of the "Doing the Activity Object"
	student knows all organisms are	nucleus determines whether a cell is			(TX2_USSSM160105)		section of the Activity Sheet requires
	classified into Domains and Kingdoms.	prokaryotic or eukaryotic					students to recognize that the
	Organisms within these taxonomic						presence of a nucleus determines
	groups share similar characteristics						whether a cell is prokaryotic or
	which allow them to interact with the						eukaryotic.
	living and nonliving parts of their						
	ecosystem. The student is expected to:						
632	(12) Organisms and environments. The	(B) recognize that the presence of a	1	TX2_USSAN160102	The Structure of Bacteria	The Animation teaches students to	Q4 and Q5 of the "After the
	student knows all organisms are	nucleus determines whether a cell is			(TX2_USSAN160102)	recognize that the presence of a	Animation" section in the Question-
	classified into Domains and Kingdoms.	prokaryotic or eukaryotic			,	nucleus determines whether a cell is	Answer Sheet require students to
	Organisms within these taxonomic					prokaryotic or eukaryotic.	recognize that the presence of a
	groups share similar characteristics						nucleus determines whether a cell is
	which allow them to interact with the						prokaryotic or eukaryotic.
	living and nonliving parts of their						
	ecosystem. The student is expected to:						
633	(12) Organisms and environments. The	(C) recognize that the broadest		TX2_USSAN180206	Domains and Kingdoms	The Animation teaches students to	Q1 of the "Before the Animation"
	student knows all organisms are	taxonomic classification of living			(TX2_USSAN180206)	recognize that the broadest	section in the Question-Answer
	classified into Domains and Kingdoms.	organisms is divided into currently				taxonomic classification of living	Sheet, as well as Q1 of the "After the
	Organisms within these taxonomic	recognized Domains				organisms is divided into currently	Animation" section in the Question-
	groups share similar characteristics					recognized domains.	Answer Sheet, require students to
	which allow them to interact with the						recognize that the broadest
	living and nonliving parts of their						taxonomic classification of living
	ecosystem. The student is expected to:						organisms is divided into currently
L		1			1	1	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 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.

#	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		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.	
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groups share similar characteristics which allow them to interact with the living and nonliving parts of their ecosystem. The student is expected to: (ii) diagram the levels of organization student knows all organisms and environments. The student knows all organisms are classified into Domains and Kingdoms. (iii) diagram the levels of organization within an ecosystem, including organization, community, and ecosystem, including							organization within an ecosystem,	
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student knows all organisms are within an ecosystem, including organization within an ecosystem, including organization within an ecosystem, including classified into Domains and Kingdoms. students, population, community, and ecosystem, including community.	654	(12) Organisms and environments. The	(F) diagram the levels of organization	(iii) diagram the levels of	TX2_USSAN190112	Levels of Organization in Ecological		The Question-Answer Sheet asks
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groups share similar characteristics		5	-					
which allow them to interact with the								
living and nonliving parts of their								
ecosystem. The student is expected to:								
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#	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	organization within an	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	organization within an	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			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.	