



Program Overview



GRADES 6–8

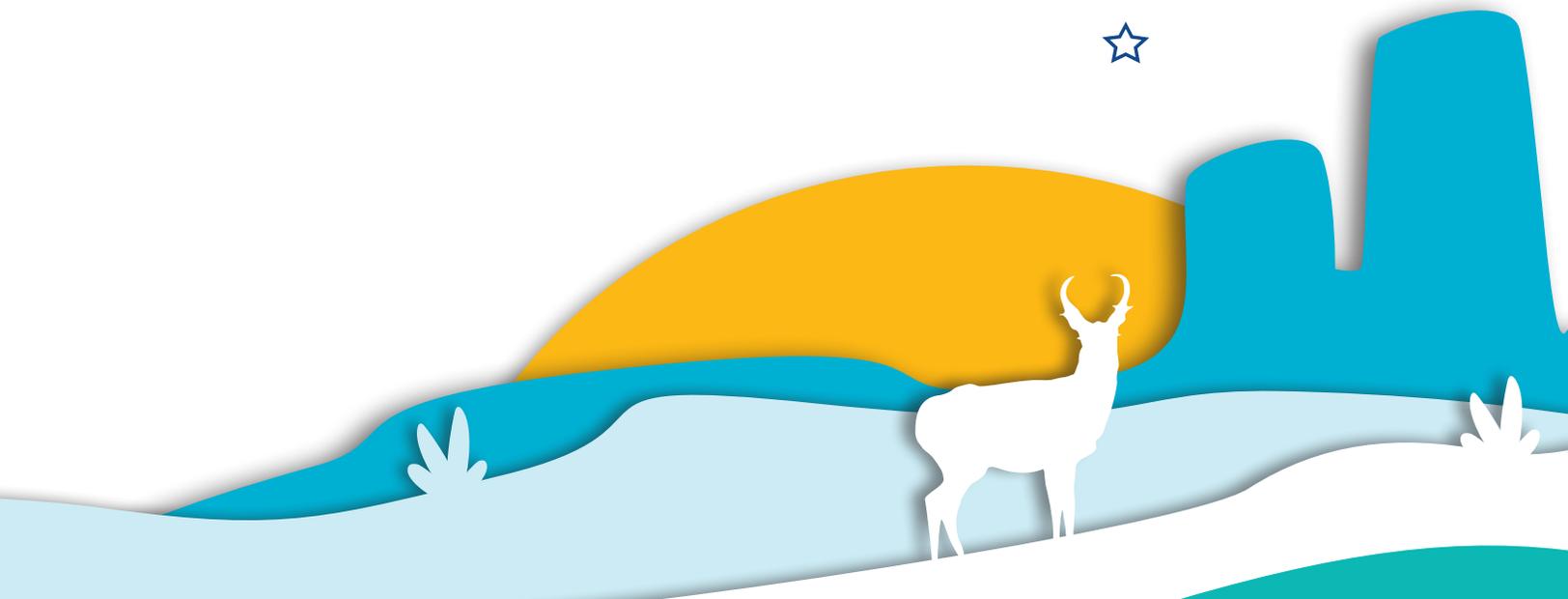


Bring Out Every Student's Inner Scientist

HMH Into Science® Texas and HMH ¡Arriba las Ciencias!® Texas provide students and educators with a one-of-a-kind learning experience. The TEKS-aligned curricula allow for easy implementation of standards. Educators will save time with planning tools, multilingual learner support, and assessments that inform instruction. Students will conduct deep explorations of science phenomena through engaging hands-on labs.

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HMH Into Science Texas

Developed for You

- **Flexible Science Instruction**

The program's TEKS-based organization and pacing options provide flexibility so that educators can make the most out of the time they have.

- **Students Engaged in Science Learning**

Students learn to design experiments, observe results, and support or refute scientific claims like scientists through hands-on labs.

- **Achieve Proficiency with the TEKS and ELPS**

Each lesson focuses primarily on one Content TEKS Student Expectation. ELPS Minilessons support students in meeting English Language and Proficiency Standards.

- **Easy-to-Implement Comprehensive Solution**

Point-of-use lesson-planning support in the streamlined Teacher's Guide makes planning simple. Educators can teach directly from the digital Student Interactive Lessons.

- **A Fully Equitable Spanish Experience**

HMH ¡Arriba las Ciencias! Texas provides all program components in Spanish and was developed using transadaptation to support Emergent Bilinguals.



I need a flexible science program that allows me to make the most out of the time I have."



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How can you make learning science **engaging and relevant?**

HMH *Into Science Texas* and HMH *¡Arriba las Ciencias! Texas* let **students explore** everyday phenomenon through hands-on labs that **bring science to life**. Lessons follow an **activity-before-content approach** and are driven by a variety of Quick Labs, longer Hands-On Labs, and other collaborative activities, so learning is centered on “Students as Scientists.”

EXPLORATION 1

HANDS-ON LAB

Model the Solar System

Scientists measure distances inside the solar system using kilometers or astronomical units. One astronomical unit (AU) is the average distance from the sun to Earth, about 150 million km. In this lab, you will make a scale model of the sun and planets and the distances between them.

MATERIALS (PER GROUP)

- ball, 20 cm diameter or larger
- calculator
- meterstick or measuring tape
- round object, various sizes (8)
- ruler, metric
- calipers or wire-gauge tool (optional)
- paper (optional)
- pencil

SAFETY

SAFETY GOGGLES

Procedure and Analysis (Part 1)

STEP 1 The table lists the diameter (in km) of the sun and each planet. Use the numbers 1-9 to rank the sun and planets in order from largest to smallest.

| Solar System Objects | | |
|----------------------|---------------|-------------------------------------------|
| Solar system object | Diameter (km) | Relative size (biggest = 1, smallest = 9) |
| Sun | 1,392,000 | 1 |
| Mercury | 4,879 | 9 |
| Venus | 12,104 | |
| Earth | 12,756 | |
| Mars | 6,792 | |
| Jupiter | 142,984 | |
| Saturn | 120,536 | |
| Uranus | 51,118 | |
| Neptune | 49,528 | |

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When Will an Eclipse Occur?

Overview Home Notes & Report Support

Past Data Predictions

Relative Positions of Earth, the Sun, and the Moon The Moon's Orbit around Earth Moon Phase

Year 1

| | Date | Days from last eclipse | Earth's orbit position (°) | Moon's orbit position (° from node) | Moon phase | Type of eclipse |
|---|-------|------------------------|----------------------------|-------------------------------------|---------------|-----------------|
| 1 | 02/11 | 148 | 40.4 | 11° 01' | new | lunar |
| 2 | 02/26 | 15 | 55.2 | 12° 40' | full | lunar |
| 3 | 08/07 | 162 | 215.0 | 8° 45' | first quarter | solar |

Hands-On Labs:

- Drive each exploration as students **make and revise claims** supported by evidence-based reasoning
- Are **easy to conduct** with materials that are readily available
- Assist students in learning to **design experiments** and observe results
- Emphasize **student collaboration** and discourse
- Include “**Engineer It**” versions that engage students in engineering concepts, practices, and vocabulary

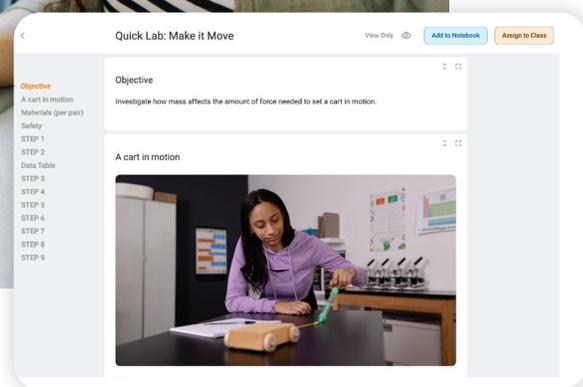
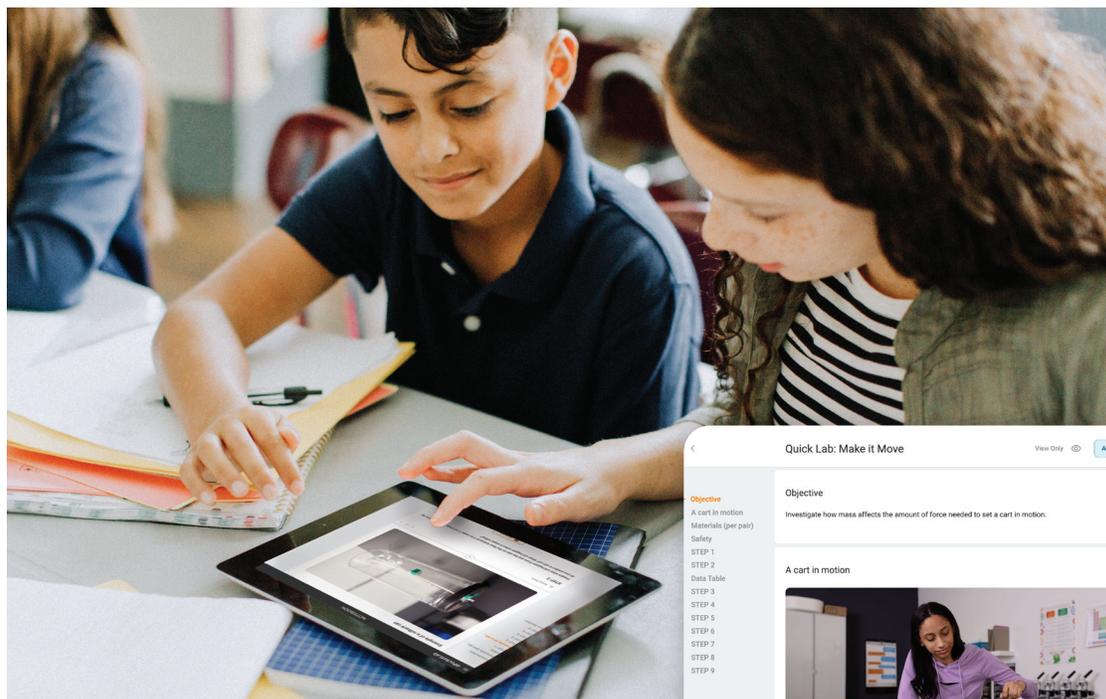
You Solve It! Simulations

You Solve It! Simulations provide virtual lab experiences that allow students to use technology like a scientist, collect and analyze data, and share their evidence in a report.



Access ALL Labs in *PocketLab Notebook*!

Through an exclusive partnership with **PocketLab**® in the Texas science adoption, every *HMH Into Science Texas* hands-on lab is available in *PocketLab Notebook* and organized by the TEKS.



- Each hands-on lab within *PocketLab Notebook* provides opportunities for enhanced student engagement. Working individually or in groups, students can collect and record data and respond to each other in real time.
- Flexible, collaborative, and responsive data-collection features make visualizing and analyzing live data easier for students.
- Educators can effortlessly customize hands-on labs, assign them to individual students or groups, and track student progress in real time.

How can you **ensure complete coverage** of the TEKS and ELPS?

HMH Into Science Texas and *HMH ¡Arriba las Ciencias! Texas* received extensive Texas educator testing. The result? This **comprehensive program** includes the necessary support to meet the needs of a Texas science classroom. The **TEKS-based organization** provides a flexible structure that can be rearranged to meet your needs.

 **Texas Essential Knowledge and Skills**

Earth and Space
7.9.A Describe the physical properties, locations, and movements of the Sun, planets, moons, meteors, asteroids, comets, Kuiper belt, and Oort cloud

Patterns

Identifying patterns can help connect observations and reveal relationships. Patterns often lead to questions that help explain why something occurs.

OBSERVE: Describe the phenomenon or problem you are observing.

IDENTIFY: What type of pattern(s) do you notice?

- Numbers
- Relationships
- Characteristics
- Rate of Change
- Other: _____

IDENTIFY: What patterns or relationships do you notice in your observations? Use words or images to describe the pattern.

EXPLAIN: What might cause the pattern(s) you identified? Use evidence to support your explanation.

Scientific and Engineering Practices

Ask Questions and Define Problems (7.1.A)

Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.

Evaluate Models (7.2.A)

Identify advantages and limitations of models . . .

Use Mathematics (7.2)

Use mathematical calculations to describe relationships in data . . .

Develop Explanations (7.3.A)

Develop explanations supported by data . . . and consistent with scientific . . . principles

Relate the Impact of Research (7.4.A)

Relate the impact of past . . . research on scientific thought . . ., including . . . contributions of diverse scientists as related to the content.

Recurring Themes and Concepts Systems and Systems Models (7.5.D)

Examine and model the parts of a system . . .

TEKS-Based Lessons

Each lesson begins with a phenomenon that relates to the TEKS Student Expectation being covered. Lesson content:

- Addresses the TEKS breakouts
- Reinforces the concepts needed to understand the phenomenon
- Closes by revisiting the phenomenon

Science Themes Organizers scaffold students' use of key Recurring Themes and Concepts to support sensemaking within and across lessons.

New Standards Are Clearly Labeled

Since this is a three-dimensional curriculum, it also covers the Scientific and Engineering Practices (SEPs) and Recurring Themes and Concepts (RTCs). To support educators in implementing these new standards, they are clearly labeled with point-of-use support within the Teacher's Guide. Our program implementation support and year-round professional development for *HMH Into Science Texas* users ensures educators can make the most out of their program with TEKS standards-alignment and teaching best-practices.



What Are Acids and Bases?



An acid is any compound that has a negative charge. The greater the concentration of the acid, the stronger it is. Acids taste sour, change red litmus paper to blue, and conduct electricity. A base is any compound that has a positive charge. Bases taste bitter, change red litmus paper to blue, and conduct electricity.

Indicators like litmus paper and pH scale are used to tell how acidic or basic a solution is. A solution with a pH of 7 is considered neutral. A solution with a pH less than 7 is considered acidic, and a solution with a pH greater than 7 is considered basic. A solution with a pH of 7 is considered neutral.

ELPS MINILESSON to go with TEKS 8.6.D

What Are Acids and Bases?

Content Objective: Students explore characteristics of acids and bases.

Use Prior Experiences

Provide each student with the Vocabulary graphic organizer to complete while reviewing the passage on the last page of this minilesson. Use the organizer to help students learn vocabulary such as acid/acidic, base/basic, sour, bitter, compound, litmus paper. Ask students to think about foods such as lemons that have a sour taste. Ask: *What foods taste sour? Why do you think this is? Have partners orally brainstorm reasons a food could taste sour. Point out that sour foods may be acidic or have acid. Foods that taste bitter, such as vegetables like broccoli or kale, could be basic. Support their responses with needed vocabulary, modeling different expressions, such as a lemon has acid/is acidic.*

Preview Student Reading: Show students the passage on the last page of this minilesson. Say: *What do you notice/observe? Encourage students to use nonverbal cues, circumlocution, or other strategies to communicate if needed. Discuss with students what they know about each of the items pictured, including how they taste and smell. Ask: Does vinegar have a strong smell? What do pickles taste like? Allow students to respond by pointing to the picture, reading words on the food labels, or using short explanations. Support their responses with vocabulary such as strong (taste or smell), sour, bitter, good, bad, tart, sweet, tasteless, or no taste. Explain that the litmus paper strips indicate if something is basic or acidic.*

• For extra practice, additional text passages can be found in *ScienceSource*, Levels 6–8.

Take Notes

Language Objective: Listen to a passage and clarify ideas about acidic and basic materials.

Strategy

Listen to the Text

• Read the text. Set a listening focus: ask students to listen for the words acid/acidic, base/basic, and pH level. Preview how to read pH levels, naming each letter and a number value. Say: *A lemon's acidic and has a pH of 1-3 value of 2.*

Take Notes

• As you read, ask students to use a T-chart to take notes about acids and bases. Invite them to devote a column to each one, with the headings "Acids" and "Bases."

• Use starter sentences. Say: *Acidic compounds produce _____ in water. Acidic compounds produce _____ in water. The more hydrogen ions that are produced, _____ the more hydrogen ions that are produced. _____ the stronger the acid. Basic compounds produce _____ in water. Basic compounds produce _____ in water. The more hydroxide ions that are produced, _____ the more hydroxide ions that are produced. _____ the stronger the base.*

• Use the differentiated supports to help students complete their notes.

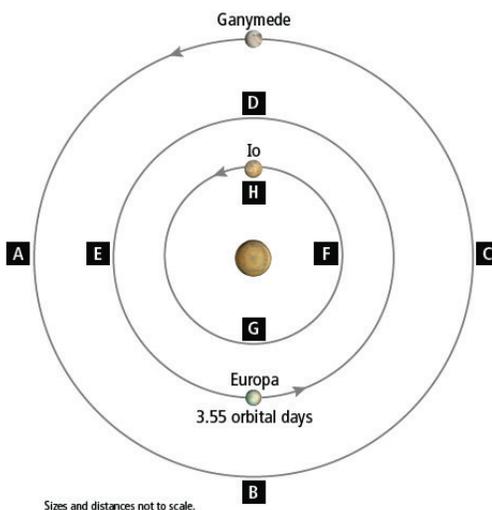
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English Language Proficiency Minilesson: TEKS 8.6.D



Do the Math The Motion of the Galilean Moons



Flexible ELPS Minilessons

Short, engaging, and effective minilessons support educators in teaching the science ELPS. Minilessons include scaffolding suggestions along with strategies that educators can use to support students in previewing, taking notes, explaining, elaborating, and answering questions.

STEM and Cross-Curricular Connections

Do the Math and Language SmArts features connect directly to the content of the lesson while integrating ELA and math skills into the science learning process.

How can you save time with easy lesson planning?

Lessons and corresponding lesson support in *HMH Into Science Texas* and *HMH ¡Arriba las Ciencias! Texas* follow the **consistent and familiar 5E structure** for a predictable classroom routine. This structure allows for a **streamlined Teacher's Guide**, which provides educators with the ability to launch directly into the content with minimal planning.

LESSON MAP

| | | | |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| DAY 1: Engage | | DAY 2: Exploration 1 | |
| QUICK LAB 15 min Explore the Solar System | Can You Explain It? 15 min Where do meteors come from and how often do they interact with Earth and other planets? | Science Words and Themes 15 min | Modeling the Sun and Planets HANDS-ON LAB Model the Solar System |
| DAY 3: Exploration 2 | | DAY 4: Exploration 3 | |
| Describing the Inner Solar System QUICK LAB Modeling Planet Orbits | | Describing the Outer Solar System | |
| DAY 5: Exploration 4 | | | |
| Describing Other Celestial Bodies in the Solar System QUICK LAB Model a Meteorite Impact | | | |
| DAY 6: Elaborate | | | |
| (Student or Teacher Choice) | | | |
| ELPS MINILESSON Rocks in Space | PEOPLE IN SCIENCE Dr. Adriana Ocampo, Planetary Geologist | PEOPLE IN SCIENCE Dr. Adriana Ocampo, Planetary Geologist | PEOPLE IN SCIENCE Dr. Adriana Ocampo, Planetary Geologist |
| DAY 7: Evaluate | | | |
| Lesson Summary 5 min | Can You Explain It? 15 min Where do meteors come from and how often do they interact with Earth and other planets? | Can You Explain It? 15 min Where do meteors come from and how often do they interact with Earth and other planets? | Can You Explain It? 15 min Where do meteors come from and how often do they interact with Earth and other planets? |

Support for Challenging Concepts

Addressing Misconceptions

- Misconception:** All planets in the solar system have rocky surfaces. **Address the misconception:** Only the inner planets of the solar system—Mercury, Venus, Earth, and Mars—have rocky surfaces. The outer planets of the solar system—Jupiter, Saturn, Uranus, and Neptune—are gas giants, which have deep, massive gas atmospheres that become denser the deeper one goes into the planet's atmosphere.
- Misconception:** Models show everything in scale. **Address the misconception:** Some models are made to scale, and some are not. Some models show one aspect, such as planet size, to scale, while another aspect, such as distance between planets, is not to scale. Both scale and not-to-scale models can be useful.

Teacher Background

This lesson discusses components of the solar system, some of which can be seen from Earth's surface with the unaided eye. These components include the sun, Earth's moon, stars, comets, meteors, and some of the planets (Mercury, Venus, Mars, Jupiter, and Saturn). However, students who live in rural areas have a better chance of seeing these components in the night sky, because light pollution in cities can make observing these components difficult or impossible. Explain to students why it may be more difficult for them to observe objects in the night sky, depending on where they live.

Some students may find it difficult to understand why it takes some planets longer than others to orbit the sun, or why it takes some moons longer than others to orbit a planet. They may also find understanding the different orbital shapes challenging. Physically acting out an orbit may help students better grasp these concepts.

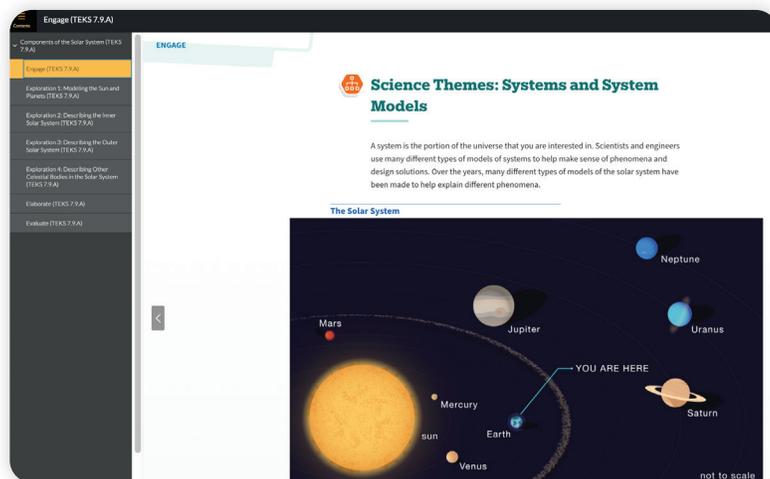
Easily Save Time with Built-In Planning Tools

The “**Lesson at a Glance**” shows you the Lesson Map of learning pieces as well as available extensions and assessments via a simple pacing tool.



Maximize Student Learning Time

All students are supported with hands-on labs and other collaborative activities in **45-minute blocks of time**—so there is always room for flexibility. Educators can teach directly from the **digital Student Interactive Lessons**, with no need to build their own slide presentations. The interactive lessons work well in any class setting.

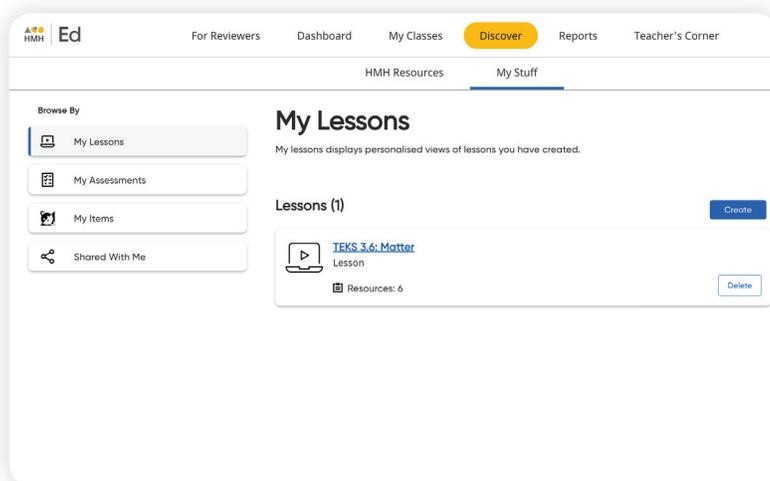


All You Need for Hands-On Labs!

Grade-Level Kits that contain consumable and nonconsumable materials **reduce preparation time** and make hands-on labs easy for educators to conduct with students.

Easy-to-Access Classroom Essentials

The MyStuff section on *HMH Ed*® allows educators to organize the resources they plan to use so they're always at their fingertips to assign to students and share with colleagues!



How can you ensure **ALL** of your students are supported?

HMH Into Science Texas and *HMH ¡Arriba las Ciencias! Texas* include built-in supports to help educators meet all learners where they are and scaffold them for success. The Teacher's Guide makes supporting students easy by indicating when and where to use these supports. *Ed* further supports educators by grouping students based on scores and recommending targeted differentiation.

- **"Students as Scientists"** features in the Teacher's Guide provide **asset-minded strategies** that focus on each student's strength.
- **Challenge students with assessments** that use a scaffolded approach—with simpler questions and items followed by more difficult ones.
- **Help students internalize new words** and organize academic vocabulary with Language Development Worksheets and Vocabulary Anchor Charts.
- **Motivate students to manage information effectively**, communicate scientific findings, and express understanding using Writing Graphic Organizers.

Differentiation: Challenge

For students who could benefit from an extra challenge, have them explain how a non-scale model of the solar system could be useful.

Students as Scientists: Ask students, imagine that you are going to make a model of the kitchen in your home. Would you make a scale model of the sizes of the objects in the kitchen? Or would you make a scale model that shows the distances between objects in the kitchen? Ask them to explain their answer.



Vocabulary

As you work through the lessons, fill in the chart using definitions and examples.



| Term | Definition | Example: Words or Pictures | Similar Term |
|------|------------|----------------------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

HMH Ed Online

Reteaching Support

Additional material for reteaching this concept can be found on Ed:

- [ScienceSaurus Topics 238, 239, 240, 241, 242, 243](#)
- [Supplemental Lessons *The Sun, The Terrestrial Planets, The Gas Giant Planets, Small Bodies in the Solar System*](#)

Extensions and Cross-TEKS Resources

This activity connects concepts related to TEKS 7.9.A.

- [Performance Task: *How can you model the Earth-sun-moon system?*](#)
- [You Solve It: *When will an eclipse occur?*](#)

“I want to encourage authentic sense-making in every science class.”



Equitable Resources for ALL

English Language Proficiency options and Language X-Ray support vocabulary and language acquisition for all students, including Emergent Bilinguals. For a completely equitable Spanish experience for Emergent Bilinguals, EVERY student- and teacher-facing component is available in Spanish in the *HMH ¡Arriba Las Ciencias! Texas* curriculum.

EMERGENT BILINGUALS SUPPORT

Content Objective

Describe the physical properties, locations, and movements of the Sun, planets, moons, meteors, asteroids, comets, Kuiper belt, and Oort cloud. **TEKS: 7.9.A**

Language Objective

p_body
p_body. **ELPS: 00**

Use these routines to support emergent bilingual students throughout the lesson:

DAY 1 ⌚ 15–20 minutes

Clarify the meanings of terms and model completing sentence frames to help students express understanding. Then have students follow your models to practice using language.

Have students express their knowledge in ways that are accessible to them, such as:

- writing a term in another language they know, then looking it up in a bilingual dictionary to confirm meaning.
- using visuals, gestures, and other non-verbal cues to reinforce or express understanding.

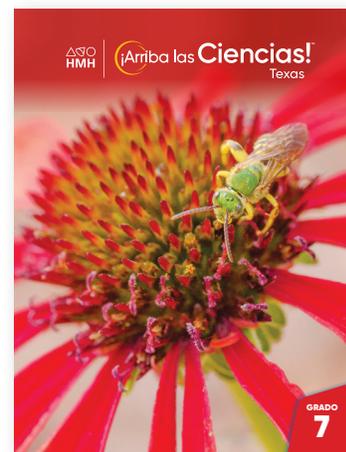
Repeat modeling as needed with appropriate scaffolds for different language proficiency levels.

ALL OTHER DAYS ⌚ as needed

Reinforce lesson vocabulary terms and language structures, including signal words and sentence frames, to:

- give students additional practice using oral, written, or non-verbal language to demonstrate their understanding and interact with peers.
- confirm students' understanding of the target concept(s) and gauge their progress on the language development continuum.

Targeted strategies, routines, and practices to support emergent bilingual learners are supplied through the Language X-Ray and/or the ELPS minilesson associated with this lesson (see the Ed Online box above)



How can you assess students' understanding?

Educators need a constant gauge of students' understanding to ensure that they have the knowledge and skills necessary to **achieve proficiency with the TEKS**. *HMH Into Science Texas* and *HMH ¡Arriba las Ciencias! Texas* assessment options give Texas educators **maximum flexibility in assessing** their students.

Planning for Assessment

Ed Online

- Program pacing accounts for 1 day (45 minutes) of reteaching and assessment time for each lesson.
- All TEKS Quizzes and Tests are available in an editable, printable format or can be administered and auto-graded online on Ed.
- When administered online on Ed:
 - reporting capabilities are available to provide data by student or by class.
 - audio is available for additional reading support.
- All TEKS Quizzes and Tests are provided in two formats, A and B. The B format has a reduced difficulty and reading load, to be used in the classroom for differentiation.

Daily Formative Assessment

Check Your Learning: To check student understanding, use the Check Your Learning on the last screen of each Exploration in the Student Interactive Lesson.

- Exploration 1 Check Your Learning
- Exploration 2 Check Your Learning
- Exploration 3 Check Your Learning
- Exploration 4 Check Your Learning

Formative Assessment: TEKS Quiz

- Components of the Solar System (TEKS 7.9.A): Quiz A
- Components of the Solar System (TEKS 7.9.A): Quiz B

Grade 6 Assessments

- Answer Key

Lesson planning assessment support and point-of-use support for student answers can be found in the Teacher's Guide.

Meet the TEKS and Prep for State Tests

Assessment items often intertwine the TEKS with SEPs and RTCs to ensure that students can **demonstrate proficiency with all of the TEKS** and to prepare them for the types of items they will see on the redesigned State Assessment.

Since the SEPs and RTCs are new to the TEKS, a **Skills Bank** provides additional options for assessing them. Educators can **create their own assessments** using these items or **customize existing assessments** to include them.

The screenshot shows the HMH Assessment Library interface. At the top, there are navigation options for 'HMH Resources' and 'My Stuff'. Below this, there's a 'Back to Assessments' link. The main content area is titled 'Skills & Themes Bank (TEKS 7.1-7.5)'. It includes a 'Select Items' section with radio buttons for 'All Items' and 'My Items'. Below that is a 'Select a Program' dropdown menu. A 'Table of Contents' section is visible, with a 'Back to Program-level Assessments' link. The 'Skills & Themes Bank (TEKS 7.1-7.5)' section shows a list of items, including 'Marcel is conducting a descriptive investigation of the behavior of squirrels in a local park. Which main type of data will Marcel collect in this investigation?'. Below this is a 'Test A' section for 'TEKS 7.10'. The test includes a question about the Mid-Atlantic Ridge and a diagram of the ridge. The diagram shows the Mid-Atlantic Ridge between South America and Africa, with labels for 'Mid-Atlantic Ridge', 'South America', and 'Africa'. Below the diagram is a question asking which explanation BEST describes the changes happening along this ridge. The interface also features a 'Go' button and a page number '5'.

“I need plenty of formative assessment options so that I can modify my instruction as needed.”

Assess to Improve Teaching and Learning

Formative and ongoing assessments support educators in assessing student learning and addressing misconceptions. These formative assessment opportunities, including classroom discussions, Check Your Learning Exit Tickets, and TEKS quizzes, **eliminate the guesswork** around if and when to modify instruction.

Check Your Learning

☺

EVALUATE: Which of the following are advantages of using a scale model to represent a system? Choose all that apply.

- A. A scale model can represent systems too large to observe normally.
- B. A scale model can represent systems too small to observe normally.
- C. A scale model can replace the need to observe the real system.
- D. A scale model can allow us to relate familiar objects to unfamiliar objects.

Well done.

A scale model can be used to represent systems which are too large or too small to observe naturally. They help us compare size and distance between objects. This makes it easier to visualize and understand how the parts of a system work together.

Name: _____ Date: _____ **TEKS 6.8.C**
Quiz A

Energy Transfer and Waves (TEKS 6.8.C) Quiz

Read each question. Follow the instructions to answer the questions.

- Properties of light such as its brightness, color, and frequency can all be used to support which claim about light?
 - A. Light is made up of particles.
 - B. Light is transferred through waves.
 - C. Light does not reflect off any surfaces.
 - D. Light travels at different speeds on Earth and in space.
- Write the letter of each effect next to the cause that matches it to describe relationships between properties of waves.

| | |
|---------------------------------------------------|--|
| Amplitude increases. | |
| Wavelength increases. | |
| A transverse wave travels from left to right. | |
| A longitudinal wave travels from left to right. | |
| The distance between wave compressions decreases. | |

- A. Energy increases.
- B. Frequency increases.
- C. Frequency decreases.
- D. The particles of the medium vibrate perpendicular to the wave motion.
- E. The particles of the medium vibrate parallel to the wave motion.

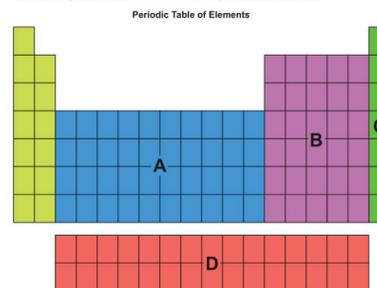
Choose the Tools that Best Support You

Quizzes and tests are available online with **auto-grading and actionable data** that drive grouping to inform instruction. They are also provided as printable PDFs and editable Word formats—allowing educators the **choice of assessing students** digitally, in print, or with a combination of the two.

Elements and the Periodic Table (TEKS 6.6.C) Quiz A

5 of 9

This is an image of the periodic table without the symbols of the elements.



Which region shows the location of most rare-earth metals?

- A
- B
- C
- D

◀ 1 2 3 4 5 6 7 8 9 ▶ Go ▶

Where can you find guided implementation support?

Are you looking for a partner to collaborate side by side with your district? *HMH Into Science Texas* and *HMH ¡Arriba las Ciencias! Texas* include unlimited implementation support at no extra cost, in order to create meaningful professional learning experiences that support you in achieving your teaching and learning goals.

Getting Started with *HMH Into Science Texas*

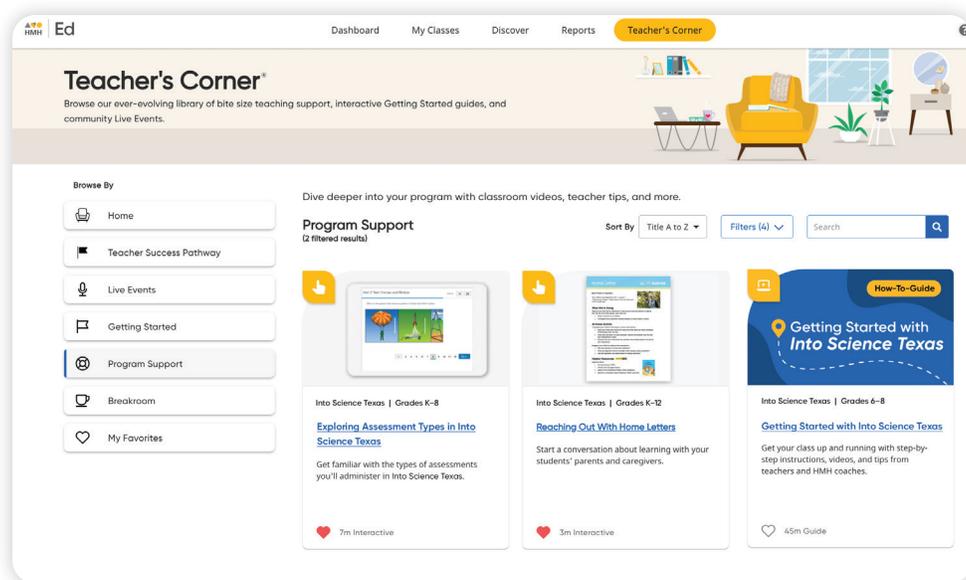
Build community and prepare for your first week of lessons during a Getting Started session. This session kicks off your *HMH Into Science Texas* implementation with a preview of the first week of lessons, guidance in navigating *Ed*, and an introduction to the personalized learning available to you.

Build Confidence in 30 Days

Your recommended Teacher Success Pathway on *Ed* is personalized professional development that supports the way you teach. Choose from live or on-demand sessions designed to fit your busy schedule. Pathway resources help Texas educators plan, teach, and assess learning using their new *HMH Into Science Texas* program.

Explore Teacher's Corner®

Support continues throughout the year with our searchable library of articles and videos, live online events, on-demand recordings, and so much more!





I need to make sure that all of my students are successful with the TEKS."

Flexible Professional Development

Our **Coaching Membership**, available at an additional cost, allows you to partner with an instructional coach to meet your district's specific needs. Our professional learning provides the perfect opportunity to focus on standards-aligned instruction and practice.

A Year-Long Coaching Membership Includes:

- Personalized instructional support based on unique teacher needs
- Guidance that helps teachers set, track, and accomplish goals
- Flexible scheduling to align with a PLC or PD plan



HMH also offers **Leader Live-Online Sessions**, available at an additional cost, to prepare school and district leaders to implement their new *HMH Into Science Texas* program successfully in the first 30 days. The session includes an overview of the program's instructional model and resources, assessments, and *Ed*, the HMH program platform. Recommendations for instructional time, program essentials, assessment guidelines, and a timeline for professional learning are discussed collaboratively. Leaders receive tools to help understand what to look for during instruction to better support teachers in implementing the program with integrity.

Nationally Recognized

Did you know HMH Professional Learning has been nationally recognized for our ability to support implementation and provide ongoing teacher and leader professional development?

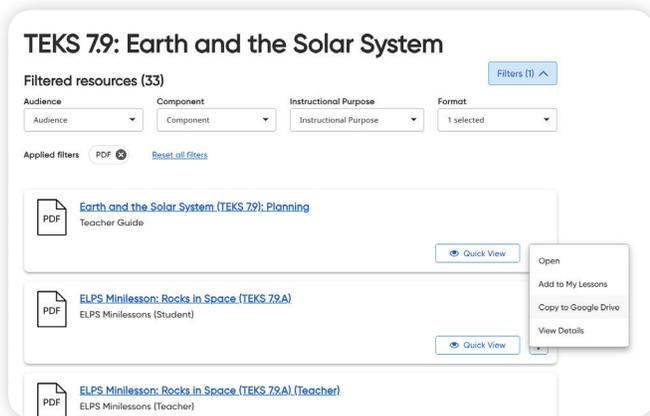
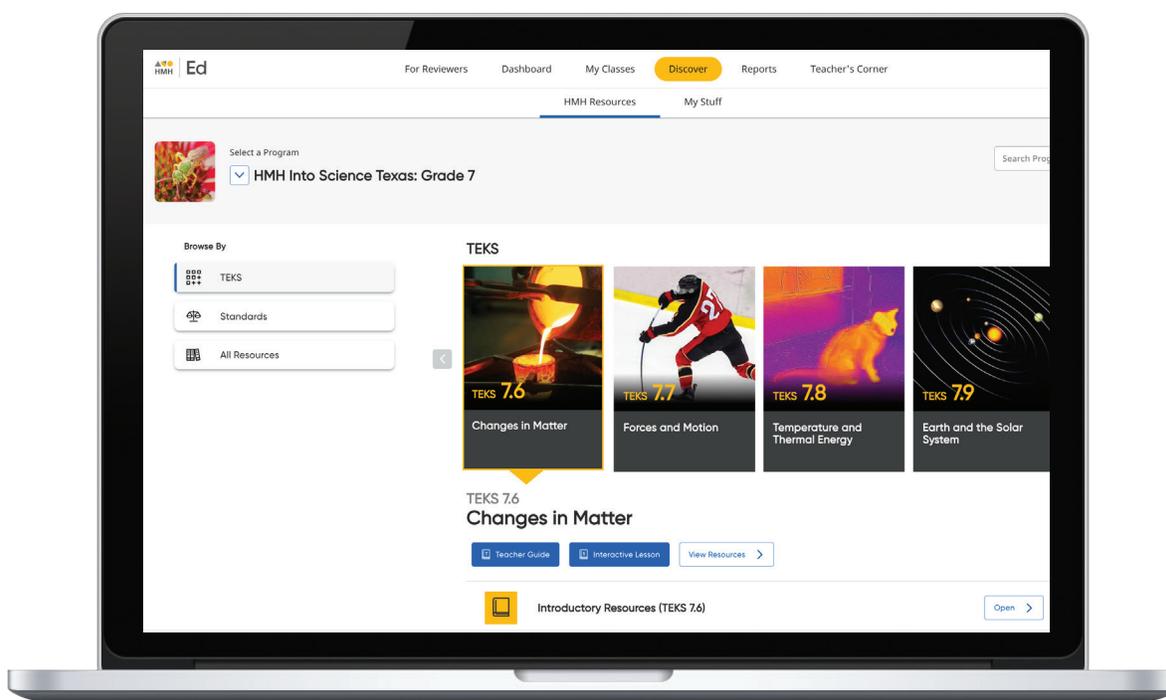


For more information, please visit us at

hnhco.com/professionalservices

How will you connect it all together?

HMH Into Science Texas and *HMH ¡Arriba las Ciencias! Texas* reside on *Ed*, the HMH Learning Platform, which **combines the best of technology, content, instruction, and professional learning** to support each moment in a student's and teacher's journey. With *Ed*, Texas educators have access to all of their HMH Connected Solutions from one platform. They can easily create lesson plans, deliver instruction, and customize and assign assessments.

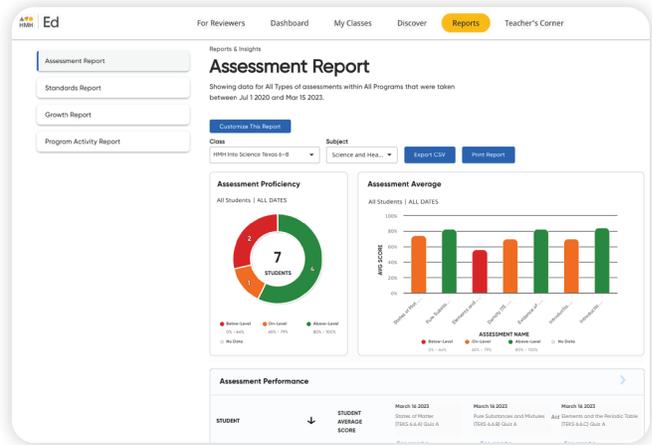
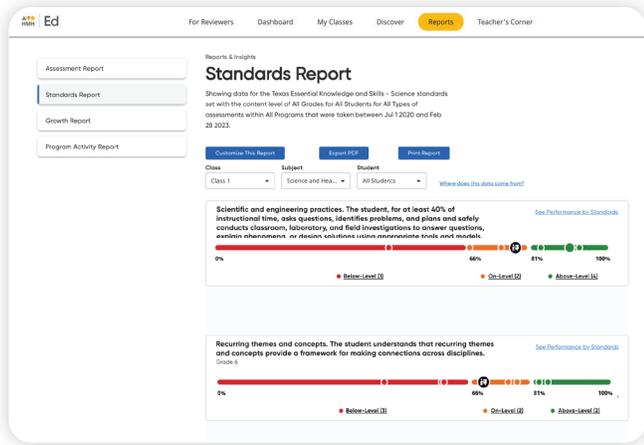


Ed makes it easy to open *HMH Into Science Texas* lesson plans and slides in Google Drive™ and teach through your district's LMS, including:

- **Google Classroom**
- **Canvas®**
- **Schoology®**

It can also provide one-click access through trusted single sign-on partners, including:

- **Clever®**
- **Skyward®**
- **ClassLink®**



Effortlessly Connect Assessment to Instruction

Once assignments are completed, *Ed* can **auto-grade** them and **deliver actionable data** to inform instruction. *Ed* can also group students and recommend targeted differentiation or allow educators to **customize groups** based on student assessment performance.

Accessible Support for Student Learning

From *Ed*, students can view all their digital student-facing resources and connect to *PocketLab Notebook*. They can also access the **status and due dates** of their assignments and the scores on those they have completed. **Family Room™** provides caregivers resources to support their students' learning.



into Science[®]
Texas



¡Arriba las Ciencias![®]
Texas



To learn more or to get a sample, visit:

hmhco.com/TXscience

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