



# High Touch High Tech<sup>®</sup> Of Houston

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Below are the TEKS-Objectives, each section shows how our programs meet these objectives from K-5. For additional TEKS-Objectives details you can also go to the [Texas Education Agency](#)

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## ***Alignment of High Touch High Tech Programming with***

### **The Texas Essential Knowledge and Skills Objectives for Science**

#### **Grade 1**

<b>TEKS Objective</b>	<b>High Touch High Tech Programs</b>	<b>Description</b>
1.1 (A)	All High Touch - High Tech programs meet this objective.	All High Touch - High Tech programs are designed to be safe.
1.1 (B)	All High Touch - High Tech programs meet this objective.	Since all High Touch - High Tech programs are totally hands - on each student will be issued materials to work with. Some materials are renewable and many are common everyday items that the students will recognize and remember as having many uses, thus reinforcing the values of conservation and recycling.
1.2 (A)	All High Touch - HighTech experiences deal with either organisms, objects or events or combinations thereof.	<b>Jurassic Jr.© is one of several High Touch - High Tech programs that provides an experience encompassing organisms (Dinosaurs), objects (Fossils) and events (cause(s) of extinction).</b>
1.2 (B) (C), (D) and (E).	<b>Dig It© , Edison's Workshop© , and Jurassic Jr. © , also meet the objectives under 1.2. These are a few of 30 programs that can meet the objectives under 1.2.</b>	<b>Dig It© , Edison's Workshop© , and Jurassic Jr. © , are examples of programs that allow the students to: 1) conduct simple investigations through examining and identifying minerals and their properties, detecting electrical charges and working with circuitry and making and identifying fossils, respectively. Moreover, the student will use simple tools and equipment to extend their senses in the identification of specimens and changing conditions. Their findings will be communicated during and after the experiences are completed.</b>
1.3 (A), (B) and (C)	<b>All High Touch - High Tech programs meet this set of objectives.</b>	The objectives as stated are met across all programming. Program choice will depend on the current area of study



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		(i.e., plants, matter, nutrition, etc.).
1.4 (A),(B) and (C)	<b>Dig It!© , What's the Matter© and The Reaction Attraction© , Get Buggy© and Beauty and the Yeast© are examples of programs that meet this objective.</b>	The collection of information using simple tools and equipment is met in all of the programs mentioned. Data will be either physically or mentally recorded and compared.  Organisms and objects are examined and measured using qualitative and quantitative techniques.
1.5 (A) and (B)	<b>Finally, Fun Machines© , Beauty and the Yeast© , Weather or Not© , Smarty Plants© ,  'Fun' omena© , Edison's Workshop© , The Print Shop© , Dig It© , Jurassic Jr. © , Get Buggy© , and The Body Shop©</b>	The programs cited deal with objects, organisms and events as well as their characteristics. Some cover experiences that deal with day and night, seasons, growth and forecasting outcomes. The <b>Body Shop©</b> offers the opportunity for the student to make use of charts and numbers as they relate to measuring their peers' height and weight. Various other measures are taken (qualitative and quantitative) in the other programs.
1.6 (A)	<b>Dig It© , Jurassic Jr.© , Get Buggy© , The Chain Gang© , and Finally, Fun Machines©</b>	These programs offer the student the experience of sorting and grouping objects according to their parts. After the sorting and grouping is complete they will not only be able to describe how each part was formed, they will form/make some of the parts themselves.
1.6 (B)	<b>Smarty Plants© , The Body Shop© , The Print Shop© and Jurassic Jr. ©</b>	These programs deal with anatomy, genetics and the identification of fossilized remains.
1.6 (C)	<b>Finally, Fun Machines©</b>	A complete and novel program on simple machines.
1.6 (D)	<b>Finally, Fun Machines© and UP, UP and Away©</b>	<b>Up, Up and Away© contains a segment in wHigh a hydro/air powered rocket is launch. It can be clearly demonstrated that in the absence of the water/air fuel mixture the rockets would not launch.</b>

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1.7 (A)	<b>Dig It© , Reaction Attraction© , Sounds Like Fun© , What's the Matter© and Indicator II pH Day© , Newton in a Nutshell© and Cosmic Capers©</b>	All of the programs listed offer the opportunity to create and/or observe changes in the size, mass, color, position, quantity, time, temperature, sound and movement of objects. Some of these programs are broader in scope than others as it relates to this <b>TEKS 1.7(A)</b> and assistance will be provided in making the best choice to meet the objective. It might require more than one program or a blending of closely related programs.
1.7 (B)	Weather or Not© , 'Fun'omena© and Dig It©	These programs or segments of the programs deal with the impact heat has on a given object and particularly Earth.
1.7 (C)	Weather or Not© and 'Fun' omena©	These programs cover weather and natural disaster related events on an age appropriate level.
1.7(D)	<b>Get Buggy© , The Chain Gang© and Beauty and the Yeast©</b>	Organism life cycles are explored in these programs.
1.8 (A) and (B)	<b>Dig It© , Jurassic Jr. © and Beauty and the Yeast©</b>	These programs allow the student to distinguish between living and non-living organisms. Comparisons are made in <b>Jurassic Jr. ©</b> and <b>Beauty and the Yeast©</b> .
1.9 (A) and (B)	<b>The Chain Gang© , Get Buggy© and Beauty and the Yeast© .</b>	<b>The Chain Gang© deals with our ecosystem and the food web. While the other two programs cover living organisms, their origin and how their basic needs are met.</b>
1.10 (B) and (C)	<b>Dig It©</b>	This program offers the student the opportunity to explore the science of geology. Qualitative techniques are used to identify the properties and functional value of various minerals.



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## ***Alignment of High Touch High Tech Programming with The Texas Essential Knowledge and Skills Objectives for Science***

### **Grade 2**

<b>TEKS Objective</b>	<b>High Touch High Tech Programs</b>	<b>Description</b>
2.1 (A)	All High Touch - High Tech programs meet this objective.	All High Touch - High Tech programs are designed to be safe.
2.1 (B)	All High Touch - High Tech programs meet this objective.	Since all High Touch - High Tech programs are totally hands - on each student will be issued materials to work with. Some materials are renewable and many are common everyday items that the students will recognize and remember as having many uses, thus reinforcing the values of conservation and recycling.
2.2 (A)	All High Touch - HighTech experiences deal with either organisms, objects or events or combinations thereof.	Jurassic Jr. <sup>®</sup> is one of several High Touch - High Tech programs that provides an experience encompassing organisms (Dinosaurs), objects (Fossils) and events (cause(s) of extinction).
2.2 (B) and (C)	<b>All High Touch - High Tech programs are capable of meeting these objectives.</b>	Since all High Touch - High Tech programs are hands-on the student has a role in planning and conducting his or her individual experience. They will get to compare their results with that of their peers' and those arrived at theoretically by professional scientists.
2.2 (D)	<b>Dig It<sup>®</sup>, What's the Matter<sup>®</sup> and The Reaction Attraction<sup>®</sup>, Get Buggy<sup>®</sup> and Beauty and the Yeast<sup>®</sup> are examples programs that meet this objective.</b>	The collection of information using simple tools and equipment is met in all of the programs mentioned. Data will be either physically or mentally recorded and compared
2.2 (E) and (F)	<b>All High Touch - High Tech programs can meet these objectives.</b>	The dialogue used in programming draws the student towards sharing their findings. Through this process they will communicate conclusions.
2.3 (A), (B) and	<b>All High Touch - High Tech programs</b>	The student should be able to carry



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(C)	meet these objectives.	out critical thinking and decision processes with all High Touch - High Tech programs. Furthermore, the hands-on nature of the programming should offer the student an opportunity to identify tasks and solutions related to a problem in a given situation or experience.
2.4 (A) and (B)	<b>Dig It<sup>®</sup>, What's the Matter<sup>®</sup> and The Reaction Attraction<sup>®</sup>, Get Buggy<sup>®</sup> and Beauty and the Yeast<sup>®</sup> are examples programs that meet this objective.</b>	The collection of information using simple tools and equipment is met in all of the programs mentioned. Data will be either physically or mentally recorded and compared.  Organisms and objects are examined and measured using qualitative and quantitative techniques.
2.5 (A)	<b>Dig It<sup>®</sup>, Jurassic Jr.<sup>®</sup>, Get Buggy<sup>®</sup>, The Chain Gang<sup>®</sup>, Finally, Fun Machines<sup>®</sup>, Weather or Not<sup>®</sup> and 'Fun'-omena<sup>®</sup></b>	These programs offer the student the experience of classifying and sequencing objects, organisms and events according to their properties and patterns.
2.6 (A) and (B)	<b>Finally, Fun Machines<sup>®</sup></b>	This is a comprehensive program on simple machines. It allows the student the opportunity to break down a compound machine and reassemble it, while noting the change or loss in function when fewer parts are in place.
2.6 (C)	<b>Smarty Plants<sup>®</sup></b>	This program offers the student the opportunity to understand the function of plant parts.
2.6 (D)	<b>The Body Shop<sup>®</sup> and Globs, Goo and Guts<sup>®</sup></b>	These programs deal with the human body, its parts and their function.
2.7 (A)	<b>Dig It<sup>®</sup>, Reaction Attraction<sup>®</sup>, Sounds Like Fun<sup>®</sup>, What's the Matter<sup>®</sup>, and Indicator II pH Day<sup>®</sup>, Newton in a Nutshell<sup>®</sup> and Cosmic Capers<sup>®</sup></b>	All of the programs listed under this objective offer the opportunity to create and observe changes in the size, mass, color, position, quantity, time, temperature, sound and movement of objects.
2.7 (B)	<b>Weather or Not<sup>®</sup>, 'Fun'omena<sup>®</sup> and Dig It<sup>®</sup></b>	These programs have segments that deal with the impact heat has on an object.
2.7 (C)	<b>Newton in a Nutshell<sup>®</sup> and Gravity Games<sup>®</sup></b>	These programs offer the opportunity to study changes in motion as a result



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		of changes in forces.
2.7 (D)	Weather or Not <sup>®</sup> , 'Fun'omena <sup>®</sup> and Dig It <sup>®</sup>	These programs or segments of the programs deal with the impact heat has on a given object.
2.8 (A) and (B)	Get Buggy <sup>®</sup> and Dig It <sup>®</sup>	These programs can be used to clearly point out the difference between living and non-living organisms.
2.9 (A) and (B)	Smarty Plants <sup>®</sup> , Get Buggy <sup>®</sup> , and The Chain Gang <sup>®</sup>	The external characteristics of plants and animals that allow their needs to be met can be illustrated in these programs. Also, the food web is addressed in <b>The Chain Gang<sup>®</sup></b> .
2.10 (A)	Cycle Babble <sup>®</sup>	This program covers the water cycle.
2.10 (B)	Dig It <sup>®</sup>	This program offers the student an opportunity to understand or identify the use of natural resources.



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## ***Alignment of High Touch High Tech Programming with The Texas Essential Knowledge and Skills Objectives for Science***

### **Grade 3**

<b>TEKS Objective</b>	<b>High Touch High Tech Programs</b>	<b>Description</b>
<b>3.1 (A)</b>	All High Touch - High Tech programs meet this objective.	All High Touch - High Tech programs are designed to be safe.
<b>3.1(B)</b>	All High Touch - High Tech programs meet this objective.	Since all High Touch - High Tech programs are totally hands - on each student will be issued materials to work with. Some materials are renewable and many are common everyday items that the students will recognize and remember as having many uses, thus reinforcing the values of conservation and recycling.
<b>3.2 (A) - (D)</b>	All High Touch - High Tech programs meet this range of objectives.	Working with a High Touch - High Tech scientist, students will assist in planning their experiences. They will implement the process and collect information that will allow them to draw conclusions about the outcomes they expect versus those they observe.
<b>3.2 (E)</b>	<b>Body Shop<sup>®</sup> ; Up, Up and Away<sup>®</sup> and Nutty Nutrients<sup>®</sup></b>	These are a few programs in which comparative data can be collected and plotted or placed in a table. In <b>The Body Shop<sup>®</sup></b> for example, students can compare and plot body weight against height. Programs other than the three listed here offer similar exercises.
<b>3.3 (A)</b>	All High Touch - High Tech programs meet this objective.	The student should be able to carry out critical thinking and decision processes with all High Touch - High Tech programs.
<b>3.3 (B)</b>	<b>Nutty Nutrients<sup>®</sup></b>	This program exposes the student to scientific techniques to detect fats and starches in certain foods. Upon its completion the student will be prepared to make sound choices on nutrition regardless of how promotions are structured.





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3.3 (C)	Weather or Not <sup>®</sup> and 'Fun' omena <sup>®</sup>	These programs offer a strong representation of the natural world (weather and natural disasters) and the limitations of the models used can be easily recognized.
3.3 (D) and (E)	The Real McCoy <sup>®</sup> , Edison's Workshop <sup>®</sup> and Inventor's Workshop	These programs offer excellent representation of the impact scientific thought and research has had on society and the environment. Both objectives can be met with these programs and further design can be implemented. This is drawing on the Social Studies integration approach. The Inventor's Workshop is an open ended experience, meaning the program can be customized to meet the needs of the curriculum.
3.4 (A)	Many High Touch - High Tech programs expose students to the use of the tools and equipment described in this objective. A few of the programs that make use of one or more of the tools described in the 3.4(A) are: Chemfun <sup>®</sup> , Dig It <sup>®</sup> , Sounds Like Fun <sup>®</sup> , 'Fun' omena <sup>®</sup> , The Body Shop <sup>®</sup> , Magnet Makers <sup>®</sup> , Reaction Attraction <sup>®</sup> and What's the Matter <sup>®</sup> .	These programs use either one or more of the tools mentioned in the subject objective.
3.4 (B)	All High Touch - High Tech programs meet this objective.	Reproducibility of results is a quality sought in most scientific endeavors to prove them credible.
3.5 (A) and (B)	Smarty Plants <sup>®</sup> and Finally, Fun Machines <sup>®</sup>	These programs offer the student the opportunity to observe simple systems as mentioned in the subject objectives.
3.6(A)	Magnet Makers <sup>®</sup> , Gravity Games <sup>®</sup> and Newton in a Nutshell <sup>®</sup>	These are physics programs that exposed the student to hands-on force and motion exercises.
3.6 (B)	'Fun' omena <sup>®</sup>	The subject program provides the student with a hands-on experience in geologic events such as earthquakes and volcanoes.
3.7 (A)	Magnet Makers <sup>®</sup> , Dig It <sup>®</sup> and What's the Matter <sup>®</sup>	These programs are hands-on experiences that allow the student to collect information related to the physical properties of various objects/matter.



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3.7 (B)	<b>Beauty and the Yeast<sup>®</sup>, What's the Matter<sup>®</sup> and Reaction Attraction<sup>®</sup></b>	These are hands-on experiences that allow the student to explore and distinguish between the various types of matters.
3.8 (A) and (B)	<b>The Chain Gang<sup>®</sup> and Homemade Fun<sup>®</sup></b>	These programs provide a hands-on experience in the areas of the ecosystem/ food web and habitats, respectively.
3.8 (C)	<b>Jurassic Jr.<sup>®</sup></b>	This program highlights the environmental conditions that led to the extinction of prehistoric organisms.
3.8 (D)	<b>Homemade Fun<sup>®</sup></b>	This program allows the student to create habitats of various sorts with the understanding of the functional nature of each.
3.9 (A) and (B)	<b>The Chain Gang<sup>®</sup></b>	This program covers the key points of the subject objective, including dialogue on Natural Selection.
3.10 (A) and (B)	<b>Smarty Plants<sup>®</sup> and The Print Shop<sup>®</sup></b>	Inherited traits can be pointed out in the program <b>Smarty Plants<sup>®</sup></b> and <b>The Print Shop<sup>®</sup></b> is a complete program on genetics.
3.11 (A)	<b>Dig It<sup>®</sup></b>	This program offers the student the opportunity to gain a thorough knowledge of renewable minerals. Atmospheric gases are dealt with in another program in a segment of <b>The Real McCoy<sup>®</sup></b> .
3.11 (C) and (D)	<b>Cosmic Capers<sup>®</sup></b>	This program covers astronomy with a detailed discussion of the solar system.



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## ***Alignment of High Touch High Tech Programming with The Texas Essential Knowledge and Skills Objectives for Science***

### **Grade 4**

<b>TEKS Objective</b>	<b>High Touch High Tech Programs</b>	<b>Description</b>
4.1 (A)	All High Touch - High Tech programs meet this objective.	All High Touch - High Tech programs are designed to be safe.
4.1(B)	All High Touch - High Tech programs meet this objective.	Since all High Touch - High Tech programs are totally hands - on each student will be issued materials to work with. Some materials are renewable and many are common everyday items that the students will recognize and remember as having many uses, thus reinforcing the values of conservation and recycling.
4.2 (A) - (D)	All High Touch - High Tech programs meet this range of objectives.	Working with a High Touch - High Tech scientist, students will assist in planning their experiences. They will implement the process and collect information that will allow them to draw conclusions about the outcomes they expect versus those they observe.
4.2 (E)	<b>Body Shop® ; Up, Up and Away® , and Nutty Nutrients®</b>	These are a few programs in which comparative data can be collected and plotted or tabulated. In <b>The Body Shop®</b> for example, students can compare and plot body weight against height.
4.3 (A)	<b>All High Touch - High Tech programs meet this objective.</b>	The student should be able to analyze, review and critique scientific explanations, including hypotheses and theories, as to their strengths and weakness upon completion of most any High Touch - High Tech program.



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4.3 (B)	<b>Nutty Nutrients<sup>®</sup></b>	This program exposes the student to scientific techniques to detect fats and starches in certain foods. Upon its completion the student will be prepared to make sound choices on nutrition regardless of how promotions are structured.
4.3 (C)	<b>Weather or Not<sup>®</sup> and 'Fun' omena<sup>®</sup></b>	These programs offer a strong representation of the natural world (weather and natural disasters) and the limitations of the models used can be easily emphasized.
4.3 (D) and (E)	<b>The Real McCoy<sup>®</sup>, Edison's Workshop<sup>®</sup> and Inventor's Workshop</b>	These programs offer excellent representation of the impact scientific thought and research has had on society and the environment. Both objectives can be met with these programs and further design can be implemented. This is drawing on the Social Studies integration approach. The Inventor's Workshop is an open-ended experience, meaning the program can be customized to meet the needs of the curriculum.
4.4 (A)	<b>Many High Touch - High Tech programs expose students to the use of the tools and equipment described in this objective. Programs that make use of one or more of the tools described in the 3.4(A) are: Chemfun<sup>®</sup>, Dig It<sup>®</sup>, Sounds Like Fun<sup>®</sup>, 'Fun' omena<sup>®</sup>, The Body Shop<sup>®</sup>, Magnet Makers<sup>®</sup>, Reaction Attraction<sup>®</sup> and What's the Matter<sup>®</sup>.</b>	These programs use either one or more of the tools mentioned in the subject objective.
4.4 (B)	<b>All High Touch - High Tech programs meet this objective.</b>	Reproducibility of results is a quality sought in most scientific endeavors to prove them credible.
4.5 (A)	<b>Smarty Plants<sup>®</sup>, Finally, Fun Machines<sup>®</sup> and Edison's Workshop<sup>®</sup></b>	These programs offer the student the opportunity to identify the role of living and nonliving organisms and objects, respectively.
4.5(B)	<b>Finally, Fun Machines<sup>®</sup></b>	This is one of many programs that offer the student the opportunity to investigate how a system functions when a part is removed.



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4.6 (A)	<b>Weather or Not<sup>®</sup>, Cosmic Capers<sup>®</sup> and Get Buggy<sup>®</sup></b>	These programs offer the student the opportunity to observe change and the patterns created by change. Included here would be changes in weather, metamorphosis and objects in the sky.
4.6 (B)	<b>Cosmic Capers<sup>®</sup> and Newton in a Nutshell<sup>®</sup></b>	These are physics and astronomy programs that offer the student an opportunity to observe certain characteristics or parts of an object remain constant while the object is rotating.
4.7 (A) and (B)	<b>What's the Matter<sup>®</sup>, Dig It<sup>®</sup> and Reaction Attraction<sup>®</sup></b>	These are hands-on experiences that allow the student to explore and distinguish between the various types of matters. Tests can be conducted, such as hardness that will allow the student to draw conclusions about the matter in question.
4.8 (A) and (B)	<b>The Chain Gang<sup>®</sup></b>	This program provides a hands-on experience in the area of the ecosystem and the food web. Issues such as natural selection are touched upon.
4.8 (C) and	<b>Jurassic Jr.<sup>®</sup>/Jurassic Classic<sup>®</sup></b>	These programs cover prehistoric animals and comparisons are made to current day organisms.
4.9 (A) and (B)	<b>The Print Shop<sup>®</sup></b>	This is a program on genetics.
4.10 (A) and (B)	<b>Smarty Plants<sup>®</sup>, Beauty and the Yeast<sup>®</sup>, Fun omena<sup>®</sup>, Dig It<sup>®</sup> and Jurassic Classic<sup>®</sup></b>	These programs offer the student the opportunity to identify and observe the effect of events that require change to be noticeable, including growth, erosion, etc.  Jurassic Classic offers the student the opportunity to explore, identify and create his/her own fossil imprints.
4.11 (C)	<b>Weather or Not<sup>®</sup>, The Chain Gang<sup>®</sup> and a segment from Cycle Babble<sup>®</sup></b>	These programs identify the Sun as our main source of energy for the Earth and its impact on plant growth.  Key points related to the water cycle can be included in the programming arrangement.



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## ***Alignment of High Touch High Tech Programming with The Texas Essential Knowledge and Skills Objectives for Science***

### **Grade 5**

<b>TEKS Objective</b>	<b>High Touch High Tech Programs</b>	<b>Description</b>
5.1 (A)	All High Touch - High Tech programs meet this objective.	All High Touch - High Tech programs are designed to be safe.
5.1(B)	All High Touch - High Tech programs meet this objective.	Since all High Touch - High Tech programs are totally hands - on, each student will be issued materials to work with. Some materials are renewable and many are common everyday items that the students will recognize and remember as having many uses, thus reinforcing the values of conservation and recycling.
5.2 (A) - (D)	All High Touch - High Tech programs meet this range of objectives.	Working with a High Touch - High Tech scientist, students will assist in planning their experiences. They will implement the process and collect information that will allow them to draw conclusions about the outcomes they expect versus those they observe.
5.2 (E)	Body Shop <sup>©</sup> ; Up, Up and Away <sup>©</sup> , and Nutty Nutrients <sup>©</sup>	These are a few programs in which comparative data can be collected and plotted or tabulated. In the <b>Body Shop<sup>©</sup></b> for example, students can compare and plot body weight against height.
5.3 (A)	All High Touch - High Tech programs meet this objective.	The student should be able to analyze, review and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses upon completion of any High Touch - High Tech program.



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5.3 (B)	<b>Nutty Nutrients<sup>©</sup></b>	This program exposes the student to scientific techniques to detect fats and starches in certain foods. Upon its completion the student will be prepared to make sound choices on nutrition regardless of how promotions are structured.
5.3 (C)	<b>Weather or Not<sup>®</sup> and 'Fun' omena<sup>®</sup></b>	These programs offer a strong representation of the natural world (weather and natural disasters) and the limitations of the models used can be emphasized.
5.3 (D) and (E)	<b>The Real McCoy<sup>®</sup>, Edison's Workshop<sup>®</sup> and Inventor's Workshop</b>	These programs offer excellent representation of the impact scientific thought and research has had on society and the environment. Both objectives can be met with these programs and further design can be implemented. This is drawing on the Social Studies integration approach. The Inventor's Workshop is an open-ended experience, meaning the program can be customized to meet the needs of the curriculum.
5.4 (A)	<b>Many High Touch - High Tech programs expose students to the use of the tools and equipment. Programs that make use of one or more of the tools described in the 5.4(A) are: Chemfun<sup>®</sup>, Dig It<sup>®</sup>, Sounds Like Fun<sup>®</sup>, 'Fun' omena<sup>®</sup>, The Body Shop<sup>®</sup>, Magnet Makers<sup>®</sup>, Reaction Attraction<sup>®</sup> and What's the Matter<sup>®</sup>.</b>	These programs use either one or more of the tools mentioned in the subject objective.
5.4 (B)	<b>All High Touch - High Tech programs meet this objective.</b>	Reproducibility of results is a quality sought in all scientific endeavors to prove them credible.
5.5 (A) and (B)	<b>Many High Touch - HighTech programs meet these objectives.</b>	The objectives as stated are general and could be met by many High Touch - High Tech programs.
5.6(A)	<b>Weather or Not<sup>®</sup> and Cosmic Capers<sup>®</sup></b>	These programs offer hands-on experiences in the description of events that occur on a regular basis.



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5.7 (A), (B), (C) and (D)	<b>What's the Matter<sup>®</sup>, Dig It<sup>®</sup> Reaction Attraction<sup>®</sup>, and Chemfun<sup>®</sup></b>	<p>These are hands-on experiences that allow the student to explore and distinguish between the various types of matter. Tests can be conducted, such as hardness that will allow the student to draw conclusions about the matter in question.</p> <p>In addition, the physical properties of various substances are studied and compared.</p>
5.8 (A) and (B)	<b>The Chain Gang<sup>®</sup>, Edison's Workshop<sup>®</sup>, Reaction Attraction<sup>®</sup>, The Power of Light<sup>®</sup>, Sounds Like Fun<sup>®</sup> and Vibes<sup>®</sup></b>	<p>These programs have segments in them in which different types of energy are discussed. Objectives 5.8 (A) and (B) are easily met.</p>
5.8 (C)	<b>Edison's Workshop<sup>®</sup> and Magnet Makers<sup>®</sup></b>	<p>These programs provide hands-on experiences for the students to explore simple electric circuitry and electromagnets.</p>
5.8 (D)	<b>Vibes<sup>®</sup> and Sounds Like Fun<sup>®</sup></b>	<p>These programs are designed specifically to provide hands-on experiences dealing with the theory and application of sound.</p>
5.9 (A), (B) and (C)	<b>The Chain Gang<sup>®</sup></b>	<p>The subject program meets this range of objectives dealing with the food web, the ecosystem and natural selection.</p>
5.10 (A) and (B)	<b>The Print Shop<sup>®</sup></b>	<p>This is an age-appropriate, comprehensive program on genetics.</p>
5.11 (B)	<b>Dig It<sup>®</sup></b>	<p>This program can be used to relate past events to the formation of sedimentary rocks.</p>
5.12 (A), (C) and (D)	<b>'Fun' omena<sup>®</sup>, Dig It<sup>®</sup>, Gravity Games and Cosmic Capers<sup>®</sup></b>	<p>These programs are hands - on experiences in the areas of plate tectonics and other topics in geology, physics, and astronomy, respectively. Comparisons are drawn between the earth and the moon in <b>Cosmic Capers<sup>®</sup></b>.</p> <p><b>The range of objectives listed will be sufficiently covered. There is no direct program for objective 5.12(B).</b></p>