

**Matter and energy.**

The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

SE	TEKS	Question Stems
3.5 C	predict, observe, and record changes in the state of matter caused by heating or cooling. <b>Supporting Standard</b>	(38) Some students put two ice cubes on separate plates. One ice cube had a mass of 80 grams. The other had a mass of 40 grams. Which result would be the same for both ice cubes in this investigation? (2013)
		(7) What change is the student most likely observing in this model? (2014)
		(12) What statement explains what most likely happened to the liquid wax? (2015)

**Matter and energy.**

The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:

SE	TEKS	Question Stems
5.5 A	classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy; <b>Readiness Standard</b>	(2) Which of these is the best conductor of electricity? (2013)
		(10) Which property of the powder is the teacher demonstrating? (2013)
		(26) Which property of the materials wrapping the jars are the students most likely investigating? (2013)
		(33) Why would the student shake the salad dressing well before using it? (2013)
		(14) What is the difference in grams between the total mass of the liquid substances and the total mass of the solid substances used in the investigation? (2014)
		(23) Why are the protective gloves necessary? (2014)
		(33) Which of the following explains a useful method for removing some of these objects? (2014)
		(39) Which table correctly shows the physical properties of these ingredients when placed in hot water? (2014)
		(2) Based on these on these observations, which container most likely holds only gas? (2015)
		(8) Which statement identifies a property that could be used to classify these objects into two different groups? (2015)
		(23) Which property <b>cannot</b> be used to classify these objects into more than one group? (2015)
5.5 B		(29) Based on the table, which material would be best to use to insulate electrical wires? (2015)
		(14) How many more degrees Celsius must the temperature rise before it reaches the boiling temperature of water? (2013)

	identify the boiling and freezing/melting points of water on the Celsius scale; <b>Supporting Standard</b>	(2) At what temperature did the water outside the school building most likely begin to change to ice? (2014) (35) How many degrees above boiling point of water is this temperature? (2015)
5.5 C	demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand; <b>Supporting Standard</b>	(21) The mixture would be easy to separate because all the beads — (2013) (29) What should the student do to most easily separate the pepper from the salt? (2014) (42) Which property of the sugar remains the same when the sugar is in the tea solution? (2015)
5.5 D	identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water. <b>Supporting Standard</b>	(40) What most likely happened to the salt? (2013) (17) Which of the following most likely occurred when more water was added? (2014) (15) Which question is the student most likely trying to answer with this investigation? (2015)

**Force, Motion, and Energy.**

The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

SE	TEKS	Question Stems
3.6 B	demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons. <b>Supporting Standard</b>	(1) In which direction does the ball most likely move after the student taps the ball? (2013) (36) Which of these should a person do to lift the box? (2014) (43) What do the students need to do to slide the box northeast? (2015)

**Force, Motion, and Energy.**

The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to

SE	TEKS	Question Stems
5.6 A	explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy; <b>Readiness Standard</b>	(6) What type of energy is used to make the turbines spin in this type of dam? (2013) (18) What is the energy source for these objects? (2013) (19) What kinds of energy are needed in this investigation to change the state of matter of the candle? (2014) (44) Which form of energy is used to turn on the switch? (2014) (1) Which of these is <b>not</b> an example of the bicycle using mechanical energy? (2015) (39) When the bat flies and listens to echoes to locate prey, it is using---(2015)
5.6 B	demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can	(16) How many of the bulbs will remain lit if the wire is cut at the point shown by the arrow? (2013)

	pass and can produce light, heat, and sound; <b>Readiness Standard</b>	(35) Which of these changes to the electric circuit shown above will cause the light bulb to light up? (2013)
		(43) When the lights are on, electricity travels in— (2013)
		(15) Which statement best explains why there are two metal posts on the battery? (2014)
		(26) Which of these describes one thing that could happen if the wire in a car fuse burns out? (2014)
		(4) The lightbulb does not glow. Which statement explains this observation? (2015)
		(16) In addition to mechanical energy, which of these is produced as electric current passes through the circuit of this fan? (2015)
		(25) To recharge the battery for later use without lighting the bulb, which of the following switches should be closed? (2015)
5.6 C	demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water; <b>Readiness Standard</b>	(4) Which of these best demonstrates the reflection of light? (2013)
		(23) In which other situation does light bend? (2013)
		(31) Which of the following best describes how the objective lens of this telescope helps a scientist observe the moon? (2013)
		(4) Why does the lower part of the child appear so much different in size from the upper part? (2014)
		(22) What is the most likely reason this box looks brighter? (2014)
		(40) After the light leaves the fiber, it travels — (2014)
		(6) Which diagram shows X where the object is most likely located? (2015)
		(19) The fish appears to be closer to the surface than it really is. What causes this difference? (2015)
5.6 D	design an experiment that tests the effect of force on an object. <b>Supporting Standard</b>	(41) Which question is this investigation most likely designed to answer? (2013)
		(10) Which of these is most likely Step 3 in the student's experiment? (2014)
		(31) What other piece of equipment would be most useful for this experiment? (2014)
		(31) What should the student do to improve this experiment? (2015)

**Earth and space.**

The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to

SE	TEKS	Question Stems
3.7 B	investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides. <b>Supporting Standard</b>	(28) What type of event do the circles on the map most likely represent? (2015)
<b>Earth and space.</b> The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:		
SE	TEKS	Question Stems
3.8 D	identify the planets in Earth's solar system and their position in relation to the Sun. <b>Supporting Standard</b>	(42) What is the name of this planet? (2014)
<b>Earth and space.</b> The student knows that Earth consists of useful resources and its surface is constantly changing. The student is expected to:		
SE	TEKS	Question Stems
4.7 A	examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants; <b>Supporting Standard</b>	(12) Which type of soil will most likely stop water from flowing to the deepest roots of these plants? (2013)
		(12) The soil the students observed is most likely — (2014)
4.7 C	identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation. <b>Supporting Standard</b>	(26) Which of these resources is classified in the same category as coal? (2015)
<b>Earth and space.</b> The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:		
SE	TEKS	Question Stems
4.8 A	measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key; <b>Supporting Standard</b>	(14) How many degrees Celsius did the high temperature increase in the city that had the greatest change in high temperature? (2015)
4.8 B	describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process; and <b>Supporting Standard</b>	(28) Which of these observations would most likely be seen at Stage N? (2013)
4.8 C	collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time. <b>Supporting Standard</b>	(7) If this day continues to be sunny, what will most likely happen to the length of the shadow from 2 P.M. to 4 P.M.? (2013)
<b>Earth and space.</b>		

The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to		
SE	TEKS	Question Stems
5.7 A	explore the processes that led to the formation of sedimentary rocks and fossil fuels; <b>Readiness Standard</b>	(17) Which two processes best complete this diagram? (2013)
		(20) All of these are related to the formation of oil or natural gas <b>EXCEPT</b> — (2014)
		(32) Which of the following best explains how these layers can become rock over many years? (2014)
		(20) What kinds of particles needed to be present in the marine mud in order for fossil fuels to form? (2015)
		(44) What characteristic of sedimentary rock does this model best show? (2015)
5.7 B	recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice; <b>Readiness Standard</b>	(20) Which of these features was most likely formed by a glacier? (2013)
		(8) How did the delta at the end of the Rio Grande form? (2014)
		(24) Which process most likely caused these rocks to crack and break? (2014)
		(22) Which of these describes how this canyon was most likely formed? (2015)
		(40) The valley was most likely formed by—(2015)
5.7 C	identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels; <b>Readiness Standard</b>	(24) This power plant produces electricity most likely by using — (2013)
		(30) Which action produces energy from an alternative source? (2013)
		(6) Which of the methods of generating electricity shown below does <b>NOT</b> use alternative energy resources? (2014)
		(38) Which alternative energy source is generated beneath Earth's crust and can be used to heat buildings? (2014)
		(7) Which of these characteristics of an area is most important to the development of a hydroelectric power plant? (2015)
		(38) Which list contains only alternative energy resources? (2015)
5.7 D	identify fossils as evidence of past living organisms and the nature of the environments at the time using models. <b>Supporting Standard</b>	(9) Layer 3 most likely formed in which of these environments? (2013)
<b>Earth and space.</b>		
The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:		
SE	TEKS	Question Stems
5.8 A	differentiate between weather and climate; <b>Supporting Standard</b>	(37) Which of these best describes climate rather than weather? (2013)
		(18) Tracking rainfall over a long period provides the most information about which characteristic of an area? (2014)
5.8 B		(15) Which of the following events in the water cycle is an example of solar energy being absorbed? (2013)

	explain how the Sun and the ocean interact in the water cycle; <b>Supporting Standard</b>	(27) What is the most likely effect of this process on the land areas nearby? (2014)
5.8 C	demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky; <b>Readiness Standard</b>	(5) Which of these cycles is a direct result of Earth's rotation? (2013)
		(32) On which side of a house in Texas should a window be placed so that the people inside the house can see the sunrise each day through the window? (2013)
		(1) If the globe could rotate only at the rate that Earth actually rotates, about how long would each complete rotation take? (2014)
		(35) Which picture shows how the tree's shadow most likely looked at 9:00 A.M.? (2014)
		(18) Which diagram below does <b>not</b> correctly represent the location of the sun at the time indicated? (2015)
		(33) A student is looking for evidence that Earth is always rotating on its axis. Which of the following would provide the best evidence? (2015)
5.8 D	identify and compare the physical characteristics of the Sun, Earth, and Moon. <b>Supporting Standard</b>	(10) Which of these characteristics describe both Earth and the moon? (2015)

**Organisms and environments.**

The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

SE	TEKS	Question Stems
3.9 A	observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem. <b>Supporting Standard</b>	(11) Which of these organisms is best suited for the terrarium? (2014)
		(9) Which group of animals is most likely supported by an African savanna? (2015)

**Organisms and environments.**

The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

SE	TEKS	Question Stems
3.10 C	investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs. <b>Supporting Standard</b>	(11) At which stage in the life cycle of a plant are seeds produced? (2013)
		(37) Which stage of the typical frog life cycle is most likely missing from their life cycle? (2015)

**Organisms and environments.**

The student knows that there are relationships, systems, and cycles within environments. The student is expected to:

SE	TEKS	Question Stems
5.9 A	observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements; <b>Readiness Standard</b>	(3) How do these actions most benefit plants? (2013)
		(25) Which fact best describes one way this bird changes its environment to meet its needs? (2013)
		(29) In fall and winter many trees lose their leaves in response to cooler temperatures and — (2013)
		(21) How does this type of root system benefit a prickly pear cactus? (2014)
		(41) Which of these facts best describes how these birds depend on other animals to survive? (2014)
		(11) Which organism obtains energy without depending on another person? (2015)
		(21) Based on the information, which two types of birds do <b>not</b> compete for food resources? (2015)
		(27) Which of these living organisms was interacting with another living organism in the environment? (2015)
5.9 B	describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers; <b>Readiness Standard</b>	(8) What role do raccoons play in this food web? (2013)
		(27) Which of the following prairie food chains is in the correct order? (2013)
		(9) Which table shows the correct role of each organism in the food chain below? (2014)
		(28) In a food chain, energy does <b>NOT</b> flow directly from — (2014)
		(37) Which change would most likely occur if all the producers in this ecosystem were removed? (2014)
		(17) Which organisms transfer the most energy within the food web? (2015)
		(32) Which organisms in this food web eat only consumers? (2015)
5.9 C	predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways; <b>Supporting Standard</b>	(36) What effect does the rapid growth of kudzu most likely have on an ecosystem? (2013)
		(25) Which of these will most likely happen when prairie dogs are removed from an area? (2014)
		(43) Besides being very destructive to the habitats of other animals, how do wild hogs most likely harm other animals? (2014)
		(30) If all the dead branches and dying trees in a wooded area are removed, which bird's nesting habit would be most affected? (2015)



5.9 D	identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals. <b>Supporting Standard</b>	(42) How do plants affect the air that forest animals breathe? (2013)
		(13) Which statement best describes the relationship between humans and plants in the carbon dioxide-oxygen cycle? (2015)
		(5) Which substance is needed by plants to survive and is released into the environment by animals? (2014)
<b>Organisms and environments.</b> The student knows that there are relationships, systems, and cycles within environments. The student is expected to:		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
5.10 A	compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals; <b>Readiness Standard</b>	(22) Which two traits best help a cactus conserve water in the dry conditions of a West Texas desert ecosystem? (2013)
		(44) Which bird most likely catches and eats its food the way an eagle does? (2013)
		(16) Ocotillo plants are better adapted for surviving in the desert than maple trees because the characteristics of ocotillo leaves — (2014)
		(34) Both of these animals use their tails primarily for — (2014)
		(5) How do structures such as whiskers and antennae benefit organisms? (2015)
		(34) The difference in the shape of these animals’ teeth is most closely related to---(2015)
5.10 B	differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle; <b>Readiness Standard</b>	(13) For fox squirrels, which of these is a learned behavior? (2013)
		(19) Which of these investigations would best help the scientist determine whether this skill is a learned or an inherited behavior? (2013)
		(39) Which of these is a trait that a crayfish most likely inherits from its parents? (2013)
		(3) Which of these is an inherited trait of monarch butterfly caterpillars? (2014)
		(30) Which of these is a learned behavior of a dog? (2014)
		(3)Which of these observations describes a learned behavior? (2015)
		(41) Which of the students’ observations describes inherited traits? (2015)
5.10 C	describe the differences between complete and incomplete metamorphosis of insects. <b>Supporting Standard</b>	(34) Which observation best supports the conclusion that this insect undergoes incomplete metamorphosis? (2013)
		(13) How is the life cycle of chiggers different from the life cycle of butterflies? (2014)
		(24) Based on their observations, the students concluded that mosquitoes undergo complete metamorphosis while



		dragonflies undergo incomplete metamorphosis. Which of these explains why the students' conclusion is correct? (2015)
<b>Scientific investigation and reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:		
SE	TEKS	Question Stems
5.1 A	demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations;	(23) Why are the protective gloves necessary? (2014)
5.1 B	make informed choices in the conservation, disposal, and recycling of materials.	(30) Which action produces energy from an alternative source? (2013)
5.2 A	describe, plan, and implement simple experimental investigations testing one variable;	(10) Which property of the powder is the teacher demonstrating? (2013)
		(26) Which property of the materials wrapping the jars are the students most likely investigating? (2013)
		(10) Which of these is most likely Step 3 in the student's experiment? (2014)
		(31) What should the student do to improve this experiment? (2015)
5.2 B	ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;	(19) Which of these investigations would best help the scientist determine whether this skill is a learned or an inherited behavior? (2013)
		(41) Which question is this investigation most likely designed to answer? (2013)
		(29) What should the student do to most easily separate the pepper from the salt? (2014)
		(15) Which question is the student most likely trying to answer with this investigation? (2015)
5.2 C	collect information by detailed observations and accurate measuring;	(12) The soil the students observed is most likely — (2014)
		(14) What is the difference in grams between the total mass of the liquid substances and the total mass of the solid substances used in the investigation? (2014)
		(44) Which form of energy is used to turn on the switch? (2014)
		(2) Based on these observations, which container most likely holds only gas? (2015)
		(6) Which diagram shows an X where the object is most likely located? (2015)
		(18) Which diagram below does <b>not</b> correctly represent the location of the sun at the time indicated? (2015)
		(41) Which of the students' observations describes inherited traits? (2015)

5.2 D	analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence;	(1) In which direction does the ball most likely move after the student taps the ball? (2013)
		(6) What type of energy is used to make the turbines spin in this type of dam? (2013)
		(7) If this day continues to be sunny, what will most likely happen to the length of the shadow from 2 P.M. to 4 P.M.? (2013)
		(9) Layer 3 most likely formed in which of these environments? (2013)
		(12) Which type of soil will most likely stop water from flowing to the deepest roots of these plants? (2013)
		(13) For fox squirrels, which of these is a learned behavior? (2013)
		(17) Which two processes best complete this diagram? (2013)
		(18) What is the energy source for these objects? (2013)
		(24) The poster shown below advertises tours of a power plant. This power plant produces electricity most likely by using — (2013)
		(25) Which fact best describes one way this bird changes its environment to meet its needs? (2013)
		(27) Which of the following prairie food chains is in the correct order? (2013)
		(33) Why would the student shake the salad dressing well before using it? (2013)
		(34) Which observation best supports the conclusion that this insect undergoes incomplete metamorphosis? (2013)
		(36) What effect does the rapid growth of kudzu most likely have on an ecosystem? (2013)
		(38) Which result would be the same for both ice cubes in this investigation? (2013)
		(40) What most likely happened to the salt? (2013)
		(44) Which bird most likely catches and eats its food the way an eagle does? (2013)
		(3) Which of these is an inherited trait of monarch butterfly caterpillars? (2014)
		(8) How did the delta at the end of the Rio Grande form? (2014)
		(9) Which table shows the correct role of each organism in the food chain below? (2014)
		(13) How is the life cycle of chiggers different from the life cycle of butterflies? (2014)
		(16) Ocotillo plants are better adapted for surviving in the desert than maple trees because the characteristics of ocotillo leaves — (2014)

		(19) What kinds of energy are needed in this investigation to change the state of matter of the candle? (2014)
		(22) What is the most likely reason this box looks brighter? (2014)
		(25) Which of these will most likely happen when prairie dogs are removed from an area? (2014)
		(26) Which of these describes one thing that could happen if the wire in a car fuse burns out? (2014)
		(35) Which picture shows how the tree's shadow most likely looked at 9:00 A.M.? (2014)
		(36) Which of these should a person do to lift the box? (2014)
		(39) Which table correctly shows the physical properties of these ingredients when placed in hot water? (2014)
		(41) Which of these facts best describes how these birds depend on other animals to survive? (2014)
		(43) Besides being very destructive to the habitats of other animals, how do wild hogs most likely harm other animals? (2014)
		(7) Which of these characteristics of an area is most important to the development of a hydroelectric power plant? (2015)
		(11) Which organism obtains energy without depending on another organism? (2015)
		(19) The fish appears to be closer to the surface than it really is. What causes this difference? (2015)
		(22) Which of these describes how this canyon was most likely formed? (2015)
		(23) Which property <b>cannot</b> be used to classify these objects into more than one group? (2015)
		(29) Based on the table, which material would be best to use to insulate electrical wires? (2015)
		(30) If all the dead branches and dying trees in a wooded area are removed, which bird's nesting habit would be most affected? (2015)
		(36) Which property of light makes it possible to produce hand shadows? (2015)
		(37) Which stage of the typical frog life cycle is most likely missing from their life cycle? (2015)
		(40) This valley was most likely formed by—(2015)
		(43) What do the students need to do to slide the box to the northeast? (2015)
5.2 E	demonstrate that repeated investigations may increase the reliability of results;	
5.2 F	communicate valid conclusions in [both] written [and verbal] form[s]; and	(15) Which statement best explains why there are two metal posts on the battery? (2014)

5.2 G	construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information	(21) Based on this information, which two types of birds do <b>not</b> compete for food resources? (2015)
		(28) What type of event do the circles on the map most likely represent? (2015)
5.3 A	in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;	(3) Which of these observations describes a learned behavior? (2015)
		(33) Which of the following would provide the best evidence? (2015)
5.3 B	evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels	
5.3 C	draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works; and	(8) What role do raccoons play in this food web? (2013)
		(28) Which of these observations would most likely be seen at Stage N? (2013)
		(31) Which of the following best describes how the objective lens of this telescope helps a scientist observe the moon? (2013)
		(1) If the globe could rotate only at the rate that Earth actually rotates, about how long would each complete rotation take? (2014)
		(7) What change is the student most likely observing in this model? (2014)
		(32) Which of the following best explains how these layers can become rock over many years? (2014)
		(37) Which change would most likely occur if all the producers in this ecosystem were removed? (2014)
		(40) After the light leaves the fiber, it travels — (2014)
		(17) Which organisms transfer the most energy within the food web? (2015)
		(32) Which organisms in this food web eat only consumers? (2015)
5.3 D	connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.	(44) Which characteristic of sedimentary rock does this model best show? (2015)

5.4 A	collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums; and	(23) In which other situation does light bend? (2013)
		(11) Which of these organisms is best suited for the terrarium? (2014)
		(31) What other piece of equipment would be most useful for this experiment? (2014)
		(8) Which statement identifies a property that could be used to classify these objects into two different groups? (2015)
		(24) Based on their observations, the students concluded that mosquitoes undergo complete metamorphosis while dragonflies undergo incomplete metamorphosis. Which of these explains why the students' conclusion is correct? (2015)
		(25) To recharge the battery for later use without lighting the bulb, which of the following switches could be closed? (2015)
5.4 B	use safety equipment, including safety goggles and gloves.	